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[TRANSCRIPT OF PROCEEDINGS *of*]

Meeting of the

SUBCOMMITTEE ON EDUCATIONAL TELEVISION

John L. E. Collier, Chairman

San Francisco,

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CHAIRMAN COLLIER: Good morning ladies and gentlemen: This is your subcommittee of the Assembly Education Committee. House Resolution 170 authorizes this subcommittee to conduct public hearings and report its findings to the Assembly. Its membership consists of the following: Those present, to my right Assemblyman LeRoy E. Lyon, he isn't a member of this committee, but is invited to sit in on it - he is a member of the Education Committee; Assemblyman Dahl is a new member of the Assembly replacing Judge Marvin Sherwin of the Bay Area; Assemblyman Geddes of the Pomona Area; I am Assemblyman Collier; to my left is Miss Hansen, our secretary; Assemblyman Bradley from Long Beach; Assemblyman Doyle from the northern part of the State, and Assemblyman Casey from down in the Desert Area.

At the last general session of the Legislature, several bills were introduced on TV Education. Some members and I felt that sufficient information was not available for the Legislature to take any firm action. Recently your chairman met with counsels on the subject, and the coordinator of interim committees, to discuss and analyze what steps should be taken in approaching the TV education subject. It was agreed that since a subcommittee of Ways and Means was assigned the task of studying the financial phase, this committee should limit its hearings to (1) What is the definition and objective of TV Education. (2) What steps should the State take, if any, in regulating TV Education. Answers to the above questions should be clearly spelled out before recommendations to the Legislature. This public hearing, as was our first in Los Angeles, is for the purpose of feeling the pulse of all levels of society - teachers, parents, public and private schools, business men, religious groups, newspapers, etc.

A study by S. D. Frost, Jr., in "Is American Radio Democratic" stated that at the end of 1936 two broadcast licenses had been issued to educational stations. In October 1950 only 22 non-commercial educational A.M. stations were still on the air. Will TV education enthusiasm have the same reception? We have a list of those who have written in stating that they would like to be heard, and at this time we will call on Mr. Coit Coolidge, Chairman of the Citizens Advisory Committee of the Bay Area. We have before us these mikes, and when the witnesses take their place, will each of the members raise his hand before he asks a question; as each one of us will have to speak separately, I will recognize you. Just raise your hand any time that you would like to be recognized. Will you give your name, who you represent, and proceed, sir.

COIT COOLIDGE: I am Coit Coolidge, representing the Citizens Advisory Committee of the Bay Area Educational Television Association. I would like to say on behalf of the Association that we think you are very progressive to be studying educational television. I understood from your chairman that we could have two hours this morning to present the case for educational television and there are approximately fifteen educators and television men and others who are here this morning to share their special knowledge of the subject with you. They have all been briefed on the outline just read by the chairman of the committee and I think they will speak to those points. We have one speaker who would like to speak at the end of the afternoon on the subject of State control. He was unable to be here this morning. The Citizens Advisory Committee of the Bay Area Educational Television Association has about 50 members. It is designed to give

two way communication to and from the citizens of the 9 counties throughout San Francisco Bay to the management of Station KQED and Board of Directors. Conversely, to carry to the citizens some of the things that the Board of Directors are trying to do. They asked the Citizens Advisory Committee to coordinate the presentation for educational television, and that is why I am here and it is a great pleasure to be here today. I am armed this morning with a watch and my favorite shillalah. My principal concern is that the rather tight schedule may not be observed and some person who has worked hard and dropped his affairs to be with us may not be heard. At this time I would like to call Dr. Edward J. Griffin, Associate Professor of Education, University of San Francisco. Dr. Griffin has kindly consented to come and speak to the point of defining educational television. He also represents a non-tax supported institution and he may discuss a bit something that a non-tax supported institution could contribute to educational television.

DR. GRIFFIN: Mr. Chairman and ladies and gentlemen. Some one asked me just a moment ago how I happened to wangle the lead-off position this morning. I said I didn't know, but in baseball the person who is first up has one responsibility and that is to get on first as quickly as he can and then let the heavy hitters bring him home, so I am in the unique position of trying to get on first as quickly as I can with a definition of what some of us might consider adequate for educational television. It seems to me that arriving at a definition of educational television that it is essential that we consider first what educational television is not, or what it should not be permitted to become, and that is educational television

is not nor should it become, an end in itself. Perhaps television as an industry or as an advertising medium or as an entertainment medium might verge on the specifications that go to make something an end. But in education, television more nearly approaches its essential purpose, namely a scientific resource to be used as a channel for transmitting the educational resources of the state, not only of the state, but the nation and the world to the greatest number of people for their greatest personal and mutual benefit. Furthermore, I think educational television must be looked upon as another means of transmitting knowledge. In that respect it takes its place along the side of the stone tablet, the printing press, the text books, the newspapers, the printed journal and the radio as a tool in spreading knowledge and truth. In implementing instruction, and enhancing all of our educational processes, television can become a benevolent friend or a malevolent enemy in our society. When used educationally it will achieve its noblest potential. We all know that one of the primary responsibilities of the state is to provide for the educational welfare of its people. This is accomplished through the organization and support of its public school systems, and its colleges and universities. It is accomplished further through its recognition and encouragement of private non-public programs of education on all levels. Any means that the state has at its disposal to strengthen and advance the educational obligations it has to its people should be employed. Effective and more diversified education for greater numbers of people is possible via television. The state, then, should bend every effort to support and develop such a medium. I have been asked also to comment briefly on the place that the non-tax supported institution may have in educational television - what contribution such institutions may be

able to make. With your permission I would like to comment very briefly on that. Supplementing the tremendous wealth of educational resources that the state has in its huge and extensive public educational system by the contribution that the non-public, non-tax supported institutions on all levels of instruction can make to the general culture of society, the great private colleges and universities of California operating under secular or religious affiliation have valuable services and knowledge to offer the people of the state and nation that are uniquely their own and which for good and substantial reasons can not be provided as readily by the state educational agencies. Many of our private collegiate institutions antedate the history of the state; have kept pace, step by step, with the growth of the state, and were ever present to assist the state in the faltering steps of its infancy and growth. More than just a few of our private colleges and universities have contributed a century of education services to the people of California. In this modern opportunity through educational television, to more completely eradicate ignorance and spread culture and strengthen the American way of life through democracy, we would be remiss indeed if we were to ignore and not employ the educational resources of our private institutions. That represents my form of contribution, gentlemen, and I am at your service.

CHAIRMAN COLLIER: Dr. Griffin, you made the statement that television in a way could become good or bad and that is echoed in some of the sentiment that was expressed in Los Angeles. Will you expound that a little bit further?

DR. GRIFFIN: Such a medium, such a means of communication or indoctrination or whatever use a medium such as television may be put to by human hands and human minds can be used well or abused,

and I think it is certainly incumbent upon us to be aware of the fact that such a tremendous means of influencing the minds and the habits and the lives of people should be employed to its most desirable and most effective advantage. I think it is quite obvious that many of the things that we have developed in our society because they are manipulated and employed by human devices can be abused. If you are thinking in terms of extent of regulation perhaps that might be placed upon it, if that is what occurs to anyone, I believe that a reasonable, sensible kind of regulation which society in general has approved could be employed.

CHAIRMAN COLLIER: Do you think that television would be used in the direction of political propaganda or taken over by the Federal Government regulating our educational system in the state. Is that your thinking in that direction?

DR. GRIFFIN: I hadn't gotten that far, because I wouldn't even consider that we would ever get to the point where it would be used as a private controlled channel. I think that would be mitigating against the purpose and the use of television, any more than a newspaper or a radio source might be employed.

CHAIRMAN COLLIER: Assemblyman Geddes.

ASSEMBLYMAN GEDDES: Doctor, I didn't attend the Los Angeles hearing of this committee and to sort of set the stage and clarify the definitions in my own mind, would you agree with me that education whether performed by the institution that you represent or any other college is, of course, continuing the basic process of education which is teaching people how to live - that is the end of education. Then, when we speak of television for education, it means that any

thing that could be presented at any level in our school or college system by a lecture, by a demonstration, by acting it out, or even by providing a reproduction of the printed page, is possible in television. In other words, then, the professor who might benefit a hundred students in a lecture on American history has his audience expanded to 400 or 4,000 or perhaps 40,000 or 4 million, depending on the coverage that television has. Does that fit into your picture of educational television?

DR. GRIFFIN: Yes, that is precisely what I think.

ASSEMBLYMAN GEDDES: Then if we were to survey educational television as part of our educational system in the state, we don't have to confine it to the teaching of any particular subject or at any particular age level, but it would be where it could benefit the most people - something they could continue to use to make life better for them, which is the aim of other facets of our educational process.

DR. GRIFFIN: That would be the general purpose. There would have to be a great deal of thought and research given to how well you could distinguish between the needs of one group and another.

ASSEMBLYMAN GEDDES: Then the deteriorating things that could come about would be if the lectures ceased to be interesting, and they were more or less on abstruse subjects where there is no great field of interest or area to be benefited, and also more or less taken for granted.

ASSEMBLYMAN BRADLEY: Doctor, you make a very general statement that indicates you haven't thought some of it all the way through yet; have you thought of it enough yet to know whether you would make this television education an integral part of our present system, or do you think of it as something additional thereto -

something which will require extra money from the state, additional appropriations to take care of?

DR. GRIFFIN: I look upon it as another tool or means of strengthening and enhancing the educational programs that we now have, on any of the various levels. If television can be used to make such instruction or the distribution of knowledge more effective and more extensive, I feel there is justification for the state to support it financially or otherwise because of the very fact that it would make the instruction that much more effective. In the same way that the state will provide textbooks, it will provide assistance for visual education. It will provide any of the auxiliary services that go into a school system, for example, to make the school program and the curriculum more effective.

ASSEMBLYMAN BRADLEY: In other words, to be perfectly definite, you would add this on to the present system as another level of expenses. Let's be definite about it, that is what I want to get.

DR. GRIFFIN: I am not so sure that I understand what you mean about level of expense.

ASSEMBLYMAN BRADLEY: Let me explain it to you before you go further. I mean, would you be willing in your mind to take some part of the funds now allotted to the educational system for the use of television education? or would you expect to have all additional money put into the proposition?

DR. GRIFFIN: If it were to follow pretty much the pattern that already has been established to assist in financing of audio visual education, I would say yes.

ASSEMBLYMAN BRADLEY: You mean you do anticipate you would want additional money for it entirely?

DR. GRIFFIN: I can't speak as a person in a public educational system so I wouldn't commit myself in that respect. If I were in public school administration, I would have a sounder point of view.

ASSEMBLYMAN BRADLEY: In other words, yours is just a general statement without any real indication of thought as to where the money should come from to support this.

DR. GRIFFIN: Yes. I didn't understand that I was asked to go into the details of the financing.

ASSEMBLYMAN BRADLEY: Well, I think when you come in to make a statement you should have some idea of what we are talking about, rather than just a general overall idea. Thank you very much.

CHAIRMAN COLLIER: I believe that Dr. Griffin stated that he is here for the purpose of giving a definition, but I certainly concur with your statement, Assemblyman Bradley.

ASSEMBLYMAN GEDDES: Doctor, just to clear up this present situation for the record, isn't it true that if we visualize education as something that is done for the benefit of the people, and we can agree that there would be a benefit, by giving the same class of education at a certain level, that our definition isn't affected at all whether that is done by state money in the public school system, by private colleges over privately owned television stations or stations provided at the taxpayers expense - the educational feature is the same in every instance, isn't that true?

DR. GRIFFIN: I agree with that, sir.

MR. COOLIDGE: I would like to explain to Mr. Bradley that Dr. Griffin was asked to speak generally, and to the committee as a whole. I would like to say that one step toward buying something

is to know what you are buying and we aren't, any of us, here asking for anything this morning - we are seeking to explain what can be done through this thing without discussing what the cost would be. It might be some things would cost less than the way you do them now, I don't know, but these people have been asked here to express their views. The next person on our agenda is A. John Bartky, Professor of Education at Stanford University and I might add a non-tax supported institution very much interested in educational television.

DR. BARTKY: My name is John Bartky and I represent Stanford University. It is a little presumptuous on my part, Mr. Chairman, perhaps on anybody's part, to attempt to define educational television thoroughly and completely. In the first place, the nature of education has been debated for centuries by philosophers without anybody really coming to a complete agreement on what it is; and secondly, as far as I am concerned what I know about television is limited to the fact that I still have about three or four payments to pay on my set. However, I think educational television is something in which we are all interested. To save time I would like to forego what I have planned on by way of definition and just accept Mr. Geddes' definition as he states it. I think it is as good a definition as anyone could give. Stanford University, of course, is very much interested in educational television; it is participating locally in the non-commercial station BAETA, and Stanford feels that the objectives of television are of such a nature that the participation in it by a private university is justified. I think one could elaborate on the definition of educational television by stating very briefly what

Stanford's reasons are for participating. First of all, Stanford feels that television is a tremendously important cultural medium, and that perhaps non-commercial television could contribute in the same fashion to cultural activities as do art museums, or museums of any kind, libraries, and many of these other cultural non-commercial activities in the community. In other words, we look at educational television as the art museum, and we look at commercial television as the movie house and we think of them in the same relationships. Secondly, there is evidence that the skills can be taught over television. My little 11 year old came in, she isn't even 11 - I have five of them so I have difficulty remembering their ages - this one is 7, listened and watched how to make a chocolate custard over television the other day and she came in and made it, believe it or not. Sewing - many of the skills can be taught over educational television and since we are interested also in teaching skills, we are interested in that. Obviously, in information of all kinds; and lastly, I think much can be done by developing the level of citizenship in the community and in the nation through television and we are at present engaged in preparing a program to go over BAETA known as the Rugged Constitution, in which we hope to elaborate on the nature of the Constitution for the community and to indoctrinate the people into the importance of the Constitution and to develop an increased respect for it. Stanford already has participated in a program of similar sort known as Peoples and Places and Politics, and by politics we don't think politicians or politics are bad, and we think politics should be discussed. I don't mean in a competitive way, but as politics in its good sense. We also feel that television

can do much by developing leisure time activities of all kinds.
More and more people are having increased time for activities other
than vocational and hence television should move into that area and
develop activities that are worth while rather than those that aren't.
We also in our research are beginning to see that television is a wonderful agency, not only non-commercial, for bringing the family together. I was surprised at how much more time we, statistics in our own home, our family sits together and watches television. Maybe we could educate ourselves as well as amuse ourselves in such activity. So then, we feel because of these possible objectives, that Stanford should be interested and Stanford hopes that the State will encourage our interest, not be necessarily contributing money if the people of the State don't want to, but by doing everything it can to keep the thing going and to initiate it. I think we should all remember that television is in an embryo state and in such a state it is sometimes very difficult to identify the difference between non-commercial and commercial television. I think part of our job is to try out many things and in trying them out develop eventually some kind of an activity that will be worth while. That is all I have to say, gentlemen. Thank you.

CHAIRMAN COLLIER: Dr. Bartky, I think we all agree that television is educational to some degree. In what ways can TV be used in addition to audio vision that we have today. TV is a picture.

DR. BARTKY: There are many things in common. In other areas, however, there are not similarities; for instance, the live program. There are many things that are taking place that you

couldn't possibly afford to make movies of and distribute throughout the community. Even the meetings and deliberations of this committee is of vital importance to people and I think educational television might well do more to distribute through television medium what is going on in this government. Now, to make a film of that and try to distribute to a large audience would be an impossible expense. I think, Mr. Collier, that our confusion arises out of the fact that we are thinking of television as teaching a reading, writing, and arithmetic education in the schools. I think that is the result of an unfortunate name - Educational Television. I think its much broader than that. It is another way of bringing the people of America together, bringing us in contact. One of the difficulties in a democracy is the inability to communicate- really see what is going on. You gentlemen know as well as anybody that to many of your constituents you are nothing but devils with horns, mainly because they have never seen you. Now if you could get over television I think you - you don't look like worn torn people to me at all. Sometimes you jump on me pretty hard when I appear before this committee, but still having met you I respect you. I think that is the kind of thing that we should look forward to in educational television, as something much broader than just the teaching of reading, writing and arithmetic.

CHAIRMAN COLLIER: Dr. Bartky, you stated that you hoped the State will encourage television. To what degree do you think the State should participate in television?

DR. BARTKY: I think it should be very cautious that it does not deliberately interfere with the progress of it; I think it can do that. I think if we misinterpret what educational

television is and get excited that it is going to add a tremendous expense to the education budget and fight the agency on that basis, I think you can destroy it quickly. I think it should make possible its schools have funds, contribute those funds to educational television. I think if the people demand it, and I am not advocating now a tremendous increase, I think you should give the people an opportunity to see it in a small way and then if they want it, let the people say whether they want more money for it or not. After all, we are interested in giving the people what they want and if they want to spend money for it that is up to them, but I think the government has an obligation also to show the people what they could have.

CHAIRMAN COLLIER: Dr. Bartky, do you think then at the State level, should the State do the programming for the entire State so far as the schools are concerned?

DR. BARTKY: I don't understand what you mean - do you mean present the whole program?

CHAIRMAN COLLIER: Each district is allowed quite a bit of liberality in planning their curriculum etc., so do you think the curriculum should be regulated at the state level, the program for the entire day planned, etc.

DR. BARTKY: I certainly would want no program at State level because I think that is dangerous. I think they should all operate at a local level. I think they should include more than the schools. I think the progress, the starts we are making, which are all non-tax supported starts, are good ways to begin.

CHAIRMAN COLLIER: I believe in the Governor's Conference on Television that it stated the Federal Communications Commission can change its Rules and Regulations at any time. Now, if they can

change their rules and regulations any time, do you see any chance there of the Federal Government regulating education in the State of California?

DR. BARTKY: There is a possibility, but I have a great confidence in the Federal Government as it is now and it doesn't seem to be tending in that direction.

CHAIRMAN COLLIER: We may not have the same kind of government. You might say that we previously had 20 years of it, and we've been going down the socialistic road quite a bit and it seems like every year controls are emanating from Washington.

DR. BARTKY: I think there has been an awakening tho, don't you Mr. Collier?

CHAIRMAN COLLIER: I hope so.

ASSEMBLYMAN LYON: I would like to ask Dr. Bartky a couple of questions just to clarify the thinking. We referred so far this morning generally to educational television. I would like to know whether you are thinking more in terms of say a closed circuit production to go to grammar schools, high schools, and colleges, or whether you are thinking of purchased time on existing commercial stations which would go out to all citizens of all ages, or whether you are thinking of special designated stations which would be newly constructed, entirely public supported, or non-commercially supported, which would be sending out the various types of educational programs to all people, in schools or out of schools. Just what type or approach to the use of the medium are you thinking of?

DR. BARTKY: You see at the beginning I made it possible for me to weasel out by saying that this was in an experimental stage. If commercial television could do it and we could afford it, my first choice would be that. But commercial television is a very costly thing at the hours which one needs it. The big problem is, can the commercial outfit go in, perhaps, for educational television. We have found, for instance, in our libraries and our museums that kind of thing is not possible and it makes me a little suspicious of it. I favor first a free enterprise approach to this thing. If, however, and this is the way we have operated always, if our free enterprise approach is not successful and the thing is needed, then we have to approach it other ways - through endowments, contributions, or through public support. My first choice would be, if we could do it, if we could afford it, but I have studied it quite a bit and from my experience with it, it doesn't look like that would be possible. It looks like perhaps the best start is the one we are making now, which is the community starting, collecting funds, getting grants from foundations, and beginning in that way. Does that answer your question?

ASSEMBLYMAN LYON: I believe that it does. In other words, you believe it is preferable to do it if possible without constructing new stations and operating them at state expense?

DR. BARTKY: I am not thinking of state expense at all. I am afraid we are getting confused in this. Here is the order of my preference on this - first, if commercial people could do it, sell it, and do it on a profitable basis, fine. Secondly, if we can do it ourselves, if we can do it through endowments, through foundation grants, individual contributions, such as BAETA is

operating now or such as all your stations now who are attempting to get on the air, and third if government and the people wish it, I think the first step is to show them that this is something they may want, then if they wish it it is up to us - it is up to you to give the people what they want provided it is financially possible.

CHAIRMAN COLLIER: Dr. Bartky, do you suggest we should amend the Education Code whereby the State will participate - regulate TV education?

DR. BARTKY: I think you should amend it in such a way that it is easier if possible for a school system to participate financially. I would hesitate to recommend any huge grants by the State right now. I don't think we know enough about it to do that. I think it would be a dangerous thing to do. I think the thing to do is to facilitate it if you can - encourage it. I am awfully afraid this thing has become a devate over whether or not there should be state supported television, and that is not the debate as I see it. The debate as I see it is one of "shall we experiment, shall we try this thing out, and shan't we give it a fair try". That is the thing that is important to me.

ASSEMBLYMAN GEDDES: I would like to go back to the question that was asked concerning audio visual education. It is entirely possible that any thing that is prepared and in existence now for audio visual education, regardless of the level at which it is going to be used, is something that can be telecase because it is done with film and sound track. The State makes it possible for local school districts to have in their library different audio visual aids, not only projectors but the film which is basic. Suppose there is a film which gives a very graphic history of the constitutional

congress and the basic debates that went on, and is acted out. There may be some question today as to whether the school district can take that film to the local TV station, which might be anxious to show it, because it effects the use of state money. A very simple clarification of the Education Code would put that on a permissive basis and that is what we are talking about.

DR. BARTKY: Unfortunately, Mr. Geddes, I have been gone for six months in Washington and I haven't kept in touch with the interpretations of the law, but when I left it was a very difficult thing for a school system to - it might even be questionable for them to go to a commercial station and put on a performance because they would be paying the teacher during that time.

ASSEMBLYMAN GEDDES: The Education Code generally is not specific in what may be done, the interpretation is that it may not be done. That is where most of our interpretations wind up.

ASSEMBLYMAN BRADLEY: This question is really for Mr. Coolidge. I don't want to embarrass your witnesses by getting into fields in which they are not supposed to be expert witnesses. I assume that later on after you get through with the general witnesses, you will have some witnesses who really come down to brass tacks into what you want, or what you are advocating and you will let us know who they are. There is no use in embarrassing your general witnesses by a lot of specific hard boiled questions.

MR. COOLIDGE: I don't mind them, sir.

CHAIRMAN COLLIER: By the way, Assemblyman McFall at our extreme left just came in. He is from around Stockton.

ASSEMBLYMAN CASEY: Dr. Bartky has left the stand, but my thought was he expressed the opinion that educational television

would be an advantage in bringing to the schools a meeting of this kind. Just one thought I have there is that the timing would probably be quite a problem where their curriculum and their schedule would fit in with the time. Audio visual would have the advantage that they could put it on at the time they wanted to.

MR. COOLIDGE: Our next witness is Mr. Leff. He represents the Educational Television Research Association. He has just a brief comment. If you wish to discuss with each witness as they come, we will need to add substantially to the time. We planned an ordered presentation, one after the other, and we would be delighted to meet your convenience, but I would leave it to your discretion if you would like to carry part of the program into the afternoon.

CHAIRMAN COLLIER: We have the whole day for this hearing. How many witnesses do you have, Mr. Coolidge?

MR. COLLIDGE: I have fourteen altogether on a schedule which, if followed, will get them all through with an orderly presentation before noon. We could put part of them in the afternoon if you prefer.

CHAIRMAN COLLIER: In order to keep our testimony together, we will have to ask the questions to the witness while he is on the stand; otherwise we will have trouble transcribing. You may proceed, Mr. Leff.

MR. LEFF: Following Dr. Griffin and Dr. Bartky is like asking a performer to follow Caruso and Jolson, and as Jolson once said in following Caruso "Folks, you aint heard nothin yet." I hope that what I have to say will add in substance to what has been said before me. I come, really, wearing several hats. The first hat, I

am director of radio and television for the City College of San Francisco. I take that hat off, put the other one on, and I am a member and treasurer of the Educational Television Research Association. I am here to give you the objectives of that organization. And another hat, I speak as one who has performed in commercial television and knows a thing or two about the problems therein. With your permission, I would like to read this statement, giving the objective of the Educational Television Research Association. First, ETRA, as we like to call ourselves, wishes to thank the members of the committee for the opportunity to be represented at this hearing.

Because we believe that educational television offers unlimited possibilities for better teaching, better learning, better living

Because . . . we are concerned with the effect of television on our children, on our fellow citizens and on ourselves

Because we represent many who pioneered educational television programming in the Bay Area

We . . . parents, teachers and school administrators, residing and voting in the nine Bay Area counties, joined together in October of 1953 to form ETRA. Our primary purpose is to promote the cause of educational television as it affects publicly supported education.

To accomplish this purpose, we are engaged in:

- a) developing criteria for good educational television programs on the elementary, secondary and junior college levels.
- b) helping educators and parents better understand the techniques of television production and utilization.
- c) selecting program areas and program ideas for good educational television.

- d) recommending writing, performing and production talent from the school systems.
- e) developing monitoring systems to help in the evaluation of our efforts.
- f) studying the results of educational television activities throughout the nation, the state and the Bay Area so that we may make periodic reports of our findings to the membership.
- g) instituting simple research relative to the problems of educational television, so that we may act in the most intelligent advisory capacity in all matters relating to educational television as it affects the public schools.

It should be noted that, prior to the formation of ETRA, many of its members, either singly or in small groups, worked closely with the commercial television stations in the production of educational programs. It is ETRA's intention to continue such cooperation where ever it is mutually desired. In addition, cooperation with KQED has been established as of this date and it is anticipated that the fullest use of our services will be made by that station.

ETRA, which has been approved by the State Board of Education, holds monthly general membership meetings as well as interim committee meetings so that every member is a working member of the organization. Membership is open to all Bay Area public school districts and to individuals and institutions interested in the purposes of ETRA.

We, of the Educational Television Research Association, respectfully urge the honorable members of this committee to recommend that the Legislature do all that is possible to facilitate and enhance the development of educational television in the State of California.

Respectfully submitted

EDUCATIONAL TELEVISION RESEARCH ASS'N.
Court House
Room 112
Oakland 7, California

CHAIRMAN COLLIER: Any questions by any member of the Committee?

ASSEMBLYMAN GEDDES: Mr. Leff, you just stated that ETRA has been approved by the State Department of Education. What form would that approval take?

MR. LEFF: As I understand it, sir, this allows every public school district in the area to join, through the expenditure of some small amount of money, our Association.

ASSEMBLYMAN GEDDES: We would naturally come to this conclusion, that there is already in the law sufficient authority where these voluntary steps may be taken.

MR. LEFF: Yes sir.

ASSEMBLYMAN GEDDES: Now another question I would like to ask you and might allow us to visualize a little more concisely what we are talking about. You said "we are now engaged over station KQED in putting on educational television at the elementary and the secondary and the college level." Give an example of an elementary school level program.

MR. LEFF: Well, sir, KQED is, as you understand, not yet on the air; it is about to go on the air. In the past, as I pointed out, some of us representing various areas have put on programs on the commercial stations. The Alameda County public schools in cooperation with many of the county public schools, and the San Francisco public schools, worked together and put on a series of programs called "Operation Education." This was done over one of the commercial television stations, KRON. The purpose of this was to experiment, to try to see what could be done with this medium. It was new, there were very few of us who were experienced in the field.

The attempt was made to show the parents at home, the citizens who vote money for public education, what is being done in the public schools - how is reading taught, how is writing taught, what is being done for handicapped children, what is being done for gifted children, how does a Board of Education operate, what is the system of public education. This was done on an elementary and secondary school level. Plays were put on showing how business education was taught. I have particular knowledge at the junior college level, because the City College of San Francisco put on two television courses for free college credit - no charge at all. Why? Because we had to find out, could this be done successfully, intelligently. I don't wish to read a great many statistics. We did a program called "Know yourself better"- a series in adult psychology. We felt this was part of a service that we could extend to our community. It was an extension of our other educational services. in a timed spot, 6 to 6:30 on Thursday, which could not be considered to be probably the best time for a television program when most people are at dinner, etc., but it is a good time, and thanks to the cooperation of the commercial television station KPIX, whose general manager Mr. Phil Lasky is here to speak to you later, we were able to get an audience rating, given to us by a commercial rating service, of about 50,000 people who were watching our people every week. This means 50,000 people had an opportunity to learn something about adult psychology who normally might not otherwise have come to a school building to enroll in a course. They might have, yes, then again we don't know. It was successful from our point of view. I could read you, but I won't, hundreds of pieces of fan mail we received asking us to go on with this sort of activity.

ASSEMBLYMAN BRADLEY: Mr. Leff, you made the statement that your organization recommends that the Legislature do all that is possible for TV. Do you really mean that? Do you want the Legislature to go all out in establishing stations and everything else, or is that just a general statement that you want them to look favorably upon it?

MR. LEFF: Yes sir, please consider it a general statement because our organization has not yet adopted the specifics of what it expects from the Legislature.

ASSEMBLYMAN BRADLEY: Then you hardly mean all that is possible, in the implication of the language that you said.

MR. LEFF: If you will allow me, I would agree with the context - speak in the context which Dr. Bartky did, and that is let us try all that is possible now for experimental purposes. Let's give it a chance to see what can be done.

ASSEMBLYMAN BRADLEY: You asked for experimental purposes - that clears it up. Thank you very much.

MR. COOLIDGE: Mr. Chairman, I would like to call at this time Dr. L. E. Burdick, Administrative Assistant to Chancellor Kerr, who will speak for the administration of the University of California. That is out of his regular place on the agenda, but you will see him here, and there will be two other men to follow him.

DR. BURDICK: My name is Eugene Burdick. I am an assistant professor of political science at the University of California at Berkeley. I am also Assistant to the Chancellor on that campus. Although I shall review a number of official acts undertaken by The Regents of the University, the views I express here are, in most cases, personal. In some cases they represent the views of the Berkeley administration and I think that this will be ~~ob~~vious from the context.

A committee at the University of Chicago recently stated that a university has three objectives. First if the acquisition of knowledge. Second, the preservation of knowledge. Third, the transmission of knowledge. All three of these objectives are served by a rigorous logic of their own. If the objectives are served faithfully, the University must be a place where distinguished scholars acquire new knowledge, it must also store both the artifacts and ideas of established knowledge, and it must be a teacher. The University of California has achieved an international reputation for superiority in all three of these fields. It is, I think, readily apparent that in the field of the transmission of knowledge that the University and educational television come together, overlap and share a common function. There is an overlap of function because the University has come to accept the notion that it has an educational responsibility for a larger audience than the student body which is gathered on its several campuses. I should like to comment for just a moment on this larger audience of the University, for it is a peculiar and valuable aspect of modern democratic society. The medieval university had no notion of a broad social responsibility. It was designed for the education of a small elite group and felt under no compulsion to respond to the demonstrated interests and needs of the great society about it. The University of California is a much different type of university. Historically there has been a growing recognition that the University is a servant not only of its immediate student body, but to the entire citizenry of the State. Over the years the people of California have asked the University to play a role in the deepening of our cultural life, in the improvement of living standards and in the solution of social and technical

problems. In this broader educational and cultural obligation the University is only advisory. It supplies ideas which the public can accept or reject; it keeps the public abreast of new developments; it supplies the raw materials for democratic choice. In terms of general obligation of the University towards the whole society television raises an imposing challenge. Obviously the cultural impact of television is great. The same electronic miracle that brings murder mysteries and quiz programs into the home can also bring Shakespeare and Plato. Whatever its content, television brings it with a vividness and directness and economy that no other medium can match. The impact of television upon taste, humor, intelligence, social judgments, politics, and a host of other characteristics is not yet known. All we know is that it must be enormous. If it is true that the University has historically come to be involved in the cultural enrichment of the society in which it exists, then clearly the University must give very close attention to the impact of television. If the great storehouse of ideas and knowledge and special insights which the University possesses is to flow out to its citizens, the University is under an obligation to examine television as a means by which this exchange can take place.

At Berkeley we are interested in television for yet another reason. It appears that television is one of the great implements of education, comparable in importance to the invention of the printing press and the inexpensive book. Next to face-to-face contact between teacher and student, television seems to be the most flexible and dramatic teaching implement we possess. Many students of higher education cannot escape the impression that we have suddenly been handed the means of transforming society, at least for a few hours each day, into an enormous classroom. They find the prospect both

exhilarating and frightening. The versatility of this new medium, its complexity, its ubiquity, its high dramatic appeal, its potential audience; all raise the most fundamental questions for university education. If we are to discharge our obligation to enrich our culture and our responsibility for life-long education of our citizens we must find answers for these questions. We have recently taken several steps in that direction. Last spring The Regents approved an arrangement whereby the BAETA organization could have the use of certain spaces on the Berkeley campus. The financial worth of this space is considerable. In December of 1953 The Regents approved expenditures by the Berkeley administration for the purpose of cooperating effectively with BAETA and also for developing a high-level educational program that might go out over commercial channels.

Two things have happened as a result of these actions. First, the Berkeley campus is actively cooperating with BAETA in the development of programs. We have found that there is a great curiosity and enthusiasm among faculty members as to the future of television. Under the direction of a faculty committee several programs of a most outstanding quality and interest are being developed for presentation over Channel Nine, the educational channel. At the same time we have pushed ahead with a program that might be attractive to a commercial channel. As a result, the University of California yesterday presented the first of a thirteen weeks series called INQUIRY over commercial station KPIX. We have developed the INQUIRY series in close cooperation with KPIX personnel. We have found them sympathetic, highly professional and receptive. We think that the program is

excellent and, more importantly, we are learning a great deal about television. There appears to be no great obstacle in the way of cooperation between commercial stations and the University and we look forward eagerly to future enlargement of this aspect of our television activity. At the same time we feel that there are some areas in which the Berkeley campus will be deeply interested, which will not readily submit to commercial presentation. For example, there are some programs of very high inherent worth which will have only a limited appeal, which the University would like to present. Also it is possible that certain types of experimentation and innovation could be undertaken by an educational television station. For all of these reasons, the Berkeley administration is much interested in the present activities and future prospects of educational television. I hope that the information I have given illuminates part of your first question regarding a definition of educational television. I do not feel competent to speak to the second question.

CHAIRMAN COLLIER: With the steps they have taken in the area so far; with the results they have had in Southern California, then from your viewpoint of the State - you are operating without the State interfering or regulating or participating in your TV operations to date, is that right?

DR. BURDICK: At the present time, yes sir.

CHAIRMAN COLLIER: In other words, we have sufficient laws so far as the University participating, or the University of Southern California, with your local stations?

DR. BURDICK: Yes, at the present time. All of the activity that we have undertaken to date has been frankly experimental, but in terms of your specific question, yes we do feel that there is a

legal area in which we can effectively operate at this time.

ASSEMBLYMAN LYON: Dr. Burdick, could you give the committee some idea what this 13 weeks series that you just alluded to is costing, if anything, in terms of the time that the station contributes, or is that sponsored by some commercial sponsor?

DR. BURDICK: It is not sponsored. The channel donates the time on a free public service basis and then we supply professors who appear and some student actors do dramatic vignettes for it. Obviously, the most expensive thing we bring is the talent of our individual professors, and this is given free.

ASSEMBLYMAN LYON: You made another statement, that you felt over and above that type of program, this INQUIRY program which you started, that there were some of high inherent worth with limited public appeal which you felt perhaps either wouldn't be sponsored or stations would not feel they could give the time too freely. Could you give me one or two examples of the particular type of program you have in mind that is of limited appeal, but high inherent worth?

DR. BURDICK: Let me give two. One might be a presentation of the Greek tragedy Oedipus, which I think for centuries everyone has recognized has very high artistic merit, but probably wouldn't attract a broad popular following; however, the University has the people who are interested in doing this, and probably some small segment of the population would be intensely interested, and it seems to be culturally worth while. Secondly, would be a program that we are working up now with Dr. Glenn Seaborg, a Nobel prize winner from the University in chemistry, and this is simply to be a course on the chemical elements - it is quite technical, but we hope for this to be a popular presentation. Initially, we are quite certain that

this won't attract commercial sponsorship; at some later date, it might. Those are two examples of the type you mention.

ASSEMBLYMAN LYON: Thank you very much. I noticed yesterday on a Southern California channel they started a 2-hour program of Shakespeare's King Richard the 2nd, I believe, and that was commercially sponsored. I don't know what background was behind it, but it does seem that what you said, and what little I have observed, there are real potentialities in either public service time or commercially sponsored time that can be made available to universities for this type of program, even perhaps of the so-called limited appeal type to which you refer. I think it is very fine what you have started there, and I think we should follow those experiments to the limit.

CHAIRMAN COLLIER: Are there any further questions? Thank you, Dr. Burdick. Mr. Coolidge.

MR. COOLIDGE: I would like to call at this time, Dr. Baldwin M. Woods, Vice President of University of California and Director of University of California Extension Division. Dean Woods.

DEAN WOODS: Mr. Chairman, and members of the committee. I represent the work of the University Extension, which is the adult arm of the University, and what I wish to say today concerns primarily the possibilities of using television as a mode of instruction in the field of adult education. Two years ago the University Extension, in fact just about this time two years ago, the University of California conducted its first regular course by television - it consisted of 15-minute periods presented by Dr. Mary Culver Jones. It was in the field of child psychology. The audience was made up of those

who were interested in the subject, but were not students in the customary sense, by those who followed the telecast, did some reading and passed an examination with one semester hour credit, and finally by those who followed the regular correspondence course of the University Extension as written by members of the Department of Psychology, observing the telecast, following assigned readings from reading lists, submitting weekly assignments, and passing a 3-hour examination at the end of the course. There were 131 who took the last course, for which 3 semester hours credit were given. The course is approximately parallel to the campus course on child psychology offered by the Department of Psychology. In addition, a syllabus prepared by the instructor was sold to a number of listeners who wished to do some reading, but not too much work. I may say here that the kind of thing in which we have primary interest involves continuity of effort. We are not talking here to any great degree about single events intended to be just dramatic or interesting, but about serious continued study of subjects. I will give further reasons for that later. Those taking the 1-unit course numbered 158. The course had a budget of \$1,700, including a stipend of \$500 for the instructor, which covered not merely appearances on the programs, but also the preparation of the syllabus. The Correspondence Division of the University Extension which handled the assignments collected a small fee from each student which was not quite sufficient to pay all of the expense. The University Extension is very largely self-supporting - 80 percent or so - in its operations and it seeks legitimate revenue wherever it can be had in the operation of courses to the extent of paying expenses; this did not quite pay the expense.

University Extension learned a great deal from the offering of this course. First, it learned to detect the different types of listeners. Secondly, it found in this case that the listeners were impatient with interruptions, and particularly did not wish to have children enact examples of child psychology. Letters received protested interruptions of the speaker by such demonstrations. This is contrary to common experience in television, but was probably the result of the character of the course. Since the telecast was scheduled for the mid-morning hours in the hopes that the mothers could listen, it was expected that there would be almost no men students; it was something of a surprise, therefore to learn that a number of important San Francisco executives regularly listened to the telecast, interrupting their morning work for that purpose. Interest in the course was considerably above that expected for an undertaking so serious in character and so demanding of the listener. During the past two years or more, the University of California has had committees investigating opportunities for sound instruction over television, and these have made many reports. Some of these proposed programs are so expensive as not to be possible of consideration under present conditions. They found that more than twenty departments of instruction, however, were desirous of telecasting important material, either in the form of specially designed courses or as a series of single instruction periods. Among these departments were Anthropology, which is interested among other things in depicting the lives and customs of early inhabitants of the West, Indians and other groups; the English Department in presenting different kinds of writing, and the modern evolution of the novel; Architecture desirous of showing the

great contribution of architects of the Pacific Coast to recent architectural developments, and so on through the list - History, Economics, Psychology, Biology, and the like. There is undoubtedly a substantial need and opportunity for serious educational activities stimulated and aided by television. For several reasons, special instruction is not in competition with the operations of commercial television - I mean instruction that I have been talking about. For one thing, the audience listening to an educational course is almost certainly a small one and when I heard a few moments ago where some 50,000 are now listening to a series I would say that is the highest number I have yet heard listening to any serious educational series. I am much interested that that is possible. Only a few subjects can attract a listening and participating audience that would be considered commercially desirable. In the next place, many programs with small audiences are offered daily, and instruction of the type I am talking about, it is best for many subjects to have a period every day and it must be at approximately the same hour to suit the people. That is a very difficult condition to meet, and I am told almost out of the possibility for commercial stations. Only a few subjects can attract a listening and participating audience that would be considered commercially desirable; only a few of popular dramatic character can be provided. Commercial stations, as I understand, since they must sell their time do not have available the necessary number of hours. On the other hand they can, for example, participate materially by providing series when important dramatic education highlights can be presented, such as the series INQUIRY just mentioned by Professor Burdick. During the coming spring a program on physical sciences is to be presented in this fashion

in cooperation with one of the San Francisco area television stations - that is the one by Professor Seaborg which was mentioned a moment ago. It should be of benefit both to the cause of education and the station presenting it, and needless to say to those who observe it. Television, like other means of service, is something which should come, as I see it, from a number of sources to those interested in the many fields. In this work, the University will use the highest type of specialist to present its work. His reputation depends upon his knowledge and his ability to present his knowledge effectively. The teacher is expected to develop his subject in accordance with the highest standards of knowledge and citizenship. It is in the spirit of rendering a service to those who can not easily attend regular day classes, and by adding to the store of knowledge of those who have already been to college that University Extension is moving toward the development of its educational television program. Mr. Chairman, this is a brief outline of the subject to which we have given a good deal of attention and I should be happy to answer any questions.

CHAIRMAN COLLIER: Dean Woods, I should just like to make an observation since the other witnesses said they are interested in the experimental phase of this. It seems to me that the University of California has done an excellent job in the experimental stage at the present time so far as TV education is concerned in cooperation with the commercial stations. It is interesting. Any questions by any member of the committee. Assemblyman Bradley.

ASSEMBLYMAN BRADLEY: Dr. Woods, I am very much interested in the possibility of your courses on approximately reimbursed bases.

Now, you spoke of getting a percentage of return. Was your percentage of return there approximately what you would get on the regular extension course, or was it lower?

DEAN WOODS: It was lower, and I should hesitate - for the moment assuming my roll as a business man, and in this job I am pretty much a business man, I should hesitate to say just what it can be now. It depends on the interest people take in this correspondence course that goes with it. We believe in bringing together here all of the facilities that are possible, that is the reading of material, the study of material, the listening to the instructor, the observation of the demonstrations that are put on, but the only ones we can charge for are those connected with the correspondence course. I am of the opinion that a substantial portion of it can be recovered through the fees that are collected and still keep the fees at the proper educational point, and I have no doubt some of my friends will disagree with me about this, but perhaps I can tell you what I regard that to be. I regard a proper charge for these as one which will not serve as an economic barrier, and which is not intended or would it be used to make a profit from it; in other words, we are not getting into a business operation for profit - this is an enterprise that is educational and incidentally we try to help out by having the cost break even.

ASSEMBLYMAN BRADLEY: Did this preliminary operation of yours involve any fees for the TV station or was that all donated time?

DEAN WOODS: That was donated, and in fact a great deal of service was donated which goes beyond, I believe, what would be the customary thing.

ASSEMBLYMAN GEDDES: I am very much interested in the references that you have made to adult education in the Extension Service. Those reminded me of 35 years ago when half a dozen of us from Pomona went into the University of California in Los Angeles Extension course in advertising. Each one of us was an advertising man and employees of the local newspapers. We wanted to benefit ourselves and increase our skill. The demonstration was made by a man of college education, but also with a tie-up in the advertising profession in his own right. The lessons consisted not only of the lectures we would have as to grammar and copy writing, but also space layout and illustrations of different kind of advertisements. Now, whether or not the field would be limited, if there were enough people interested in taking advertising, that would be an example of a course that could be profitably taught by television and particularly if a correspondence course went with it. Then of a direct benefit to taxpayers, that is a certain section of them, would be the business houses and stores that each year cooperate and have some one come to town and give two or three lectures an evening for their sales personnel. The same thing would hold true there, that where people desire to increase their skill and go into the psychology of selling and the examples taken perhaps on a film of the right way and the wrong way to handle a customer in a store, that could be a program that would be profitable for people who take it, and profitable to people who are paying taxes in the local community.

DEAN WOODS:: Yes, I should think that - well practically speaking, I am of the opinion that it would take a station devoted primarily and perhaps exclusively to education to carry the load because of the characteristics of it. I am also of the opinion that

does not reduce materially the things that progressive, commercial television stations would wish to do and ought to do for the public good. In this case, for example, the man you have in mind - say the man who is much interested in having a course for his men - should contract with a commercial station to have those several lectures given on the commercial station, we could articulate with that.

ASSEMBLYMAN GEDDES: In other words, there is a certain amount of argument there for the channel that would be used that would not be in competition with other channels that are generally used for entertainment purposes.

DEAN WOODS: I see very little grounds for competition and I should hope that any that might exist would be resolved through good will of those who are interested in somewhat similar causes over a period of years. I would expect a little excitement occasionally - would expect both sides to make some mistakes.

CHAIRMAN COLLIER: May I ask you one question, Dean Woods. Have any experiments been made with the elementary and secondary levels so far as the University of California is concerned?

DEAN WOODS: I can't answer that. I don't know of any. Possibly, and if so I think it would be at Los Angeles, but I am not sure.

ASSEMBLYMAN DOYLE: Dean Woods, what control did the commercial station over which you presented your program have over the type of program presented? Did they screen it, did they sift it, did they say you can put on this type and not another type?

DEAN WOODS: I can't answer that. Several features of that I do not know the answers to. Our organization is quite a large one.

ASSEMBLYMAN DOYLE: Do you know whether or not the Federal Communications Commission had any control over that particular program?

DEAN WOODS: I have no recollection or belief that they exercised any whatever.

ASSEMBLYMAN DOYLE: Do you know whether they will have any control over any educational television programs that are presented in the future?

DEAN WOODS: I can't cast the future.

ASSEMBLYMAN DOYLE: No, the reason I bring it up - at the Los Angeles meeting there was a lot of talk about Communism and propaganda on these television programs. Now my point is, are the programs in control now, if they are in control now, by whom are they controlled, and if they are not controlled now, will they be controlled in the future.

DEAN WOODS: I think, again you get me partly in personal opinions, I cannot express the views of the University, but I can't escape the fact that I am a vice president of it - you know that complication. I would say this, I regard the University as more concerned to avoid any difficulties or any possibility of communistic intrusion in its programs than any other agency could be. The University believes in the truth and every officer in it is charged to carry out the policy which is the policy of the whole University, Regents, faculty and all, that there shall be no communistic -

ASSEMBLYMAN DOYLE: The only reason I brought it up, I thought you might clear it up once and for all. In other words, in Los Angeles we spent 3 hours on that particular issue which, as far as I was concerned, was wasted time and I just wanted to know here if you had any ideas on it so we could clear it up and go on our way.

DEAN WOODS: It is impossible in any large organization, the State of California, the University, any large commercial house, to be absolutely certain that there is no subversive in the group, including the FBI. Now the reason for that, of course, is very simple - and I am getting off the subject - but it is something that is so obvious to anyone who has had to struggle with these questions, and that is that if a certain enemy nation is concerned with finding out things or exercising influence then it will do its best to put the kind of person in the place who will be efficient in doing that, and he will generally be very quiet, he is not likely to be quoted too much; he may get somebody else quoted as a smoke screen. He may do various things, but his business is to get his job done, and I have been told by those in charge of very important agencies that it is a continuous struggle. We have had a very thorough investigation at the University, as you may know, over recent years; I regard our chances of having none, as very much above the average for institutions of that kind.

ASSEMBLYMAN DOYLE: Thank you, Dean. I asked the question, but I am not witch hunting. I just thought we might eliminate a lot of time and effort later on in the hearing.

DEAN WOODS: I would say that if I had anything to go on concerning anyone over whom I had any responsibility, it would certainly be run down.

ASSEMBLYMAN McFALL: At the present time the Extension Division is cooperating with the State Bar of California in a continuing education program of the State Bar. At the present time, I believe within these few days, there is a lecture on medical aspects

of personal injury litigation. Is it possible to take a course such as that and present it on educational television, and in that way get, shall we say, a larger audience that could pay for the service; some of us are not in a position to go to the Center to hear the lecture, and we could pay for the course.

DEAN WOODS: We think so. We think that in connection with a number of these serious courses that I have discussed, and when I say serious I am not talking about long faces, I am talking about getting a result that is cumulative - that is more than sitting listening to a single event. I believe that a good many programs on the commercial stations that are repetitive have a serious effect so I am not attempting any derogatory statement. We believe that it will be desirable to kinescope a great many of these courses. I know only two or three words about television - kinescope is one of them, telecast is another. Kinescoping is a form of taking motion pictures that will later telecast better than ordinary motion pictures, particularly around the fringes. Am I wrong? If so, will the technicians please speak up. That is my understanding. We believe those should be taken and then passed on for later use at stations which cover areas not governed by the live program. Does that answer your question? We believe that ought to be quite a general and economical use, because it would be horribly expensive to get up a new live program every time you wanted to work in an area.

ASSEMBLYMAN McFALL: Has there been any discussion with the State Bar, or perhaps the Medical Association, on such programs?

DEAN WOODS: It is a little too soon.

CHAIRMAN COLLIER: Any further questions by any members of the committee? Thank you, Dean Woods.

MR. COOLIDGE: Our next speaker this morning is Mr. Nathaniel Hudson, Agriculturist, University of California Agricultural Extension Division. Following Mr. Hudson we have two people we would like to call very briefly because they were promised they could speak at a particular time this morning if they would drop their affairs and come, which they did, and we would like to call them before lunch.

MR. HUDSON: The Division of Agricultural Sciences of the University of California has three major tasks, resident teaching, research, and extension. In attempting to answer the questions of your committee, I represent primarily the Agricultural Extension Service which has the extension task. I have however, discussed the matter very briefly with Dr. Paul Sharp, the Director of the Agricultural Experiment Station. It seems likely that in the future as in the past the primary responsibility for carrying on such television activities as we may embark upon will rest with the Agricultural Extension Service. Experiment Station participation will probably increase as we progress. The third segment of the Division of Agricultural Sciences, the resident teaching staff, may participate in educational television through University Extension which is represented here today by Vice-President Baldwin M. Woods.

Definition

We are inclined to define educational television as simply another very promising means of carrying out the responsibilities of a land-grant college under state and federal legislation. As we said in a letter on the subject to our county directors of Agricultural Extension, "Television is another sharp new tool for our teaching kit, whose use must be justified for us by its educational value."

The USDA in a research report states "Television in a relatively short space of time has become a recognized and important medium for disseminating agricultural information. While so employed television has in addition contributed to the development of better understanding between rural and urban people."

Objectives

The principal objectives which we have in using television are to supplement the teaching program of the Agricultural Extension Service, to develop a better understanding between farm and city people and to aid in the expansion of markets for farm products. Educational television has already been the subject of a considerable number of research studies. There seems now to be convincing evidence from these experiments that television can be successfully used as a teaching medium. Reports of research conducted at Western Reserve University, Syracuse University, and the Special Devices Center of the U.S. Navy all agree on this point. Our own limited experience would also tend to bear out the teaching value of this medium.

Report

One of the important teaching tools of the Agricultural Extension Service is the method demonstration. Television has the possibility of making thousands of people front row viewers at such demonstrations. When combined with appropriate literature which can be sent for by the viewer it seems to be even more effective. We have been conducting educational television programs in cooperation with commercial stations for over two years in California. Our longest continuous program has been the one at KPIX in San Francisco in which six of the Bay Area county staffs participate. We also conduct programs over stations at Winterhaven in Imperial County, at Tulare,

Fresno, and at Bakersfield. It appears that within the next month or two, county staffs in six additional counties will start telecasting. In addition we have had intermittent experience at two television stations in Los Angeles. Since our most concentrated and extensive work has been done with KPIX, you may be interested in a few comments on our results there. A report prepared in May 1952 after the first 6 weeks of experience indicated that after each telecast an average of 75 people wrote in to the station asking for further information or copies of publications. At the present time this rate of requests from viewers averages around 200. We have had as many as 600 requests from a single program. Many of these people take the trouble to comment. Up to this time practically all of the comments have been favorable and a high percentage of them indicate that the viewer feels he or she has learned something of value.

An example of the outgrowth from one of the programs is afforded by the demonstration given by a home advisor on preparing healthful sweets for boys and girls. The dental health superintendent of the Alameda County schools, Mrs. March Fong, saw the program. As a result she invited the home advisor to a workshop attended by 75 youth leaders at which time these sweets were prepared. The leaders then took the information back to their boy and girl scout, 4-H, and other youth organizations. In addition a pamphlet entitled "Treats for Teeth" was prepared and distributed to all the teachers in the Alameda County schools.

Another example was the television program on "Economy Cuts of Beef" which was put on by the home advisor and a farm advisor working as a team. Representatives of the California Cattlemen's Association felt that this program was very helpful in improving the market for the less called for cuts of beef. We often receive

requests for pamphlets offered on programs presented several weeks previously. This we take as evidence that viewers remember what they saw. With the relatively small staff of farm and home advisors over the state it is necessary for us to use every good means of reaching rural people with useful information. Complete person to person communication and contact is not possible. The cost of reaching all the people would be prohibitive. Stanley Andrews, the Executive Director of the National Project in Agricultural Communications, which is located at Michigan State College states in a recent publication: "If the sums invested in building, land, equipment, and personnel in the colleges, universities and the USDA are worth maintaining, and I insist they are- then it is our responsibility to see that the great resources of these institutions are brought to bear on farm problems at the farm level. To the family on the soil, ideas and research results are important or worth their money only to the extent that they become a practical asset in the business of operating and living on a farm." We believe the use of television will help us to accomplish these ends.

With our 50 county Agricultural Extension Service offices our major participation in television will be carried on by staff members located in the counties. This new communication medium will be used primarily as another tool in the teaching programs of these county staffs. It would appear that for some time to come the commercial television stations will be willing to accept programs which we may conduct, and provide us with suitable time, if we can make these programs good enough. It remains to be seen whether educational telecasts in agriculture and home economics can continue indefinitely to attract large enough audiences to justify commercial stations in supporting them.

As strictly educational television stations develop we will be quite interested in working with them. Eventually a program should be conducted by our Berkeley office over Channel 9, designed to interpret state-wide activities of the Experiment Station and the Agricultural Extension Service. This would also provide central services, such as information, methods, kinescope and visual aids, to strengthen the county television work.

CHAIRMAN COLLIER: Mr. Hudson, it seems that since the University of California has been going along with experimental work, and you are representing the Department of Agriculture, it seems like so far as the law is concerned there are sufficient laws on the books to date for you people to go ahead with your experimentation. Have you found that your experiments have been handicapped as a result of laws on the books today?

MR. HUDSON: No. The thing that has made these experiments possible, of course, has been the willingness of the stations to donate the time and facilities and things which they have furnished. We haven't been restricted in any way that we are aware of.

ASSEMBLYMAN BRADLEY: Mr. Hudson, I just wanted to observe that I believe you are in the most promising field of the whole picture that we know of. It seems to me like this agricultural field is the very largest we have at the present time for the possibilities of TV in education. Glad to see you in.

MR. HUDSON: I hope we can make good at it.

MR. COOLIDGE: Mr. Chairman, we are a little pressed for time. I have four people here who would like to be heard before lunch. If questions could be restricted to a minimum, I think they

might all be heard very briefly. Two of them have planned to talk only two minutes each. Does that meet with your approval?

CHAIRMAN COLLIER: It does with mine if the members of the committee will acquiesce.

MR. COOLIDGE: I would like to call on Dr. Grace L. McCann Morley, Director of San Francisco Museum of Art, and after her Dr. Herbert Clish, Superintendent of Schools for the City of San Francisco and President of the Board of Directors of the Bay Area Educational Television Association.

DR. MORLEY: I am here to give an example of another kind of educational institution. I am the director of the San Francisco Museum of Art, and I would like to say that public education cannot afford to overlook television any more than commerce can. It is the cheapest and most effective means of conveying a message to the public. Those who are in the profession of bringing information, instruction, recreation, and pleasure on a high level to the general public can see no valid arguments against making increased use of television. Take the example of my own Museum, the San Francisco Museum of Art. We average between 140,000 and 160,000 visitors annually - a high percentage for our floor area and for our kind of specialized museum. Our program DISCOVERY on KPIX, according to professional poll, had a 9.5 rating - that is to say 169,743 viewers - which is more for the half hour every Sunday afternoon than the annual attendance; and we reached the audience directly, intimately, and with controlled conditions. The other museum television program in San Francisco, SCIENCE IN ACTION of the California Academy of Sciences, has had a similar rewarding experience with television in serving the general public. Now, I might augment that statement by saying we have both

used commercial television stations so far, but there are other museums in San Francisco that need outlets also, and it is not reasonable to expect commercial stations to serve us all in making our great treasures available to a larger public - not only to the public here in the immediate vicinity, but in a wide area that can be reached by television.

ASSEMBLYMAN GEDDES: These programs - DISCOVERY - are those live programs, or are they filmed?

DR. MORLEY: No, the kinescope is made because it comes on Sunday afternoon and it is not convenient for the station to have a live program then, so the closed circuit kinescope is made on the preceding Wednesday.

ASSEMBLYMAN GEDDES: In other words, next year one of those scope films could be used a second time, and if it were particularly fine and well received, any number of times in the future.

DR. MORLEY: Yes, we hope they will eventually be available to educational television channels, and perhaps sent all over the country to serve other museums elsewhere that can not do this particular kind of program.

MR. COOLIDGE: Mr. Chairman, I would like to present Dr. Herbert C. Clish.

DR. CLISH: Mr. Chairman and members of the committee, I would like to state at the outset that I do not personally favor an elaborate State system of so-called educational television. Neither do I favor elaborate State support of such a system. One or two points I would like to make. First of all, I believe that insofar as educational television, the boys and girls in the classroom, we do have to experiment - we have a great deal to learn on that score.

Up to the present time with the exception of one or two things, its been used pretty largely with adults and has worked successfully. Now, we have that other thing to take care of. It isn't presently in the law so that schools may participate in non-commercial television, at lease in the support of it and there would, I believe, have to be a change made. We can purchase audio-visual aids. I believe that if there were a completely closed circuit and the programs were being beamed into a classroom where the children were under the supervision of a teacher, that it might be possible for a school district to purchase time that way. But if you want also to serve the community, and I think such a program should - such as we are talking of here in our own non-commercial station in San Francisco - then I believe there would have to be, and not being an attorney I don't know how it would be done, but some sort of amendment so that a county system through its present county service fund, which wouldn't call for any additional funds, would be permitted to use certain of those funds to help these other districts. Now, when it comes to using the time on commercial stations, I want to say our stations here have been extremely generous. In fact the two programs referred to at our City College of San Francisco were discussed by Mr. Lasky, who is general manager of KPIX, and me as both of us were flying East one day. My major concern was putting some program on from our College that might meet the needs of hospitalized veterans in this area; it would be a good thing for their morale if they thought they could be starting some college work and that is how that came into being. Our OPERATION EDUCATION was on KRON, and the same thing could happen on almost any commercial station - a commercial station

is in business to make money and when it stops making money it is just going to have to go out of business, so if there is an unusually good period of time and some paid sponsor comes along and wants it, then he is going to have to have it and we are going to have to move out of the thing. Now, that is what happened on OPERATION EDUCATION. We put on a program "How to Select a College". There aren't TV sets in all the schools, but this program had to come at a time when all the youngsters were in school, and I think that was a sheer waste of time. It then got to the point where the program was going to have to be on Saturday morning. Well, number one, the mothers that you might like to have see the program are generally out marketing Saturday morning and no matter how good the program is, unless its a very stormy day I don't know any normal kid that is going to stay in the house on Saturday morning to watch a so-called educational program. So in order to meet the needs of selected audiences and do a program that will meet those needs, I feel such a situation as we are establishing here in San Francisco where we will have memberships, the people will help pay for it; and perhaps through some little change in the law, school districts could through their county superintendent and his county service fund, expend certain of those funds to purchase some of the time and I think that would enable us to experiment with the use of non-commercial television in our class rooms. We have a lot to learn. I was the strong opposition among the school men when this started, but I do believe here is a great medium of mass communication, and if we do not see whether we can use it or not for the good of our boys and girls, we may have cause for regret later. Thank you.

CHAIRMAN COLLIER: Dr. Clish, I take it from your explanation that you are for us amending the laws if they have to be amended so that the local districts can participate if they wish, and not seeking funds from the State to do it with.

DR. CLISH: And also allow the county superintendent in those counties where his county service fund is sufficiently large, ours isn't in San Francisco because we don't have need of those benefits, to help the districts that couldn't do it.

ASSEMBLYMAN BRADLEY: Doctor, I take it that you would prefer, are merely advocating the permission to expend some funds experimentally on private stations in order to learn whether or not it might be worth while to establish a State controlled station?

DR. CLISH: No, sir. Number one, I don't want a State controlled station, believe me. That is why I said I didn't want to see an elaborate system of stations set up, financed entirely by the State. We don't know when we might get a Huey Long in the State and we don't want our State system taken over for that kind of purpose. I would like to see school districts that could, participate upon a per capita basis, or in those districts where they can't, the county superintendent as he can now help with audio visual aids, help through his county service fund and provide some time on that score. Now, overall from the State that wouldn't mean any greater grant, it would just give them permission to use present funds to a limited extent for that purpose.

ASSEMBLYMAN BRADLEY: Then your idea is not merely experimental, but is to have a permanent law which would allow the expenditure of some funds for this use, in cases where it is deemed necessary.

DR. CLISH: I say change the law so they could, and then if it doesn't work, the next Legislature can change it right back again.

ASSEMBLYMAN BRADLEY: But you do not advocate any State stations?

DR. CLISH: I do not, sir.

ASSEMBLYMAN GEDDES: Dr. Clish, from what you said I think you have indicated to us that in discussing educational television, we have to view it from two different angles - one is taking educational television out of the classroom for an extended audience and the other the possibility of bringing television into the classroom to share instructional facilities. Is that right?

DR. CLISH: That is correct, sir.

MR. COOLIDGE: I have three additional speakers. Father Foudy, the Assistant Superintendent of Catholic Schools for the Archdiocese of San Francisco is here; also the General Manager of KPIX, and the General Manager of Channel 9. They have all given up their whole morning to cooperate with the committee and hope they can all be heard before we adjourn.

CHAIRMAN COLLIER: This committee will be glad to cooperate.

FATHER FOU DY: Our office is grateful for the opportunity to join with you in the discussion of educational TV. I am afraid I agree with Assemblyman Bradley that at this early stage of TV development it is difficult to make specific proposals, but I have some general suggestions I would like to touch on. The first is that all TV stations should be aware of the educational responsibilities. We have a great many sustaining programs and if the State government can encourage such programs they should do so - anything

they can do. And, secondly, I believe that any station specifically devoted to educational TV, such as KQED, should be available to all the educational agencies within an area. That would be not only schools, both public and private, but professional groups, management and labor, and one must take care that a legal form should not be set up that would prevent its use to everyone except a very small group. I would say that, thirdly, I would agree with Dr. Clish that I would be against a State station. I would prefer the local arrangement such as they are attempting in this area, BAETA, and all should contribute to its support - the State possibly, industry, and interested organization. However, control of policy should be in the Station's Board of Directors. My fourth point is that it is difficult to determine what programs should be emphasized on that station. I do not believe that TV will ever replace the teacher or should be expected to. Moreover, I don't see how TV programs can be beamed to a school more than a few times a week without more distractions than good resulting. Classrooms are different; teachers are different; students are different, and we would have to press all the children into a form in order to beam in too many programs. As of this moment I believe that such school programs, at least from an elementary and secondary level should be largely confined to the fine arts - music and drama - such as we saw Sunday, and certain historical events. Another station though could help to demonstrate school objectives to out of school audiences; these could be demonstrations of class methods, panel discussions, school policies, etc., and interesting educational programs would serve a good purpose in the home during out of school hours.

CHAIRMAN COLLIER: I would just like to ask you one question, Father Foudy. You said you thought the policy should be in a State Board of Directors - you mean at a State level?

FATHER FOUDY: A local board.

CHAIRMAN COLLIER: A board of education or -

FATHER FOUDY: No, I would say it should be a broader board, somewhat similar to the one that BAETA has attempted here that would include educators, and would include laymen who are not professional educators but are interested in this program. I think, too, certain commercial organizations that have educational interests should support the activity and would be eligible for membership in the Board.

CHAIRMAN COLLIER: Should these Board members be elected or appointed?

FATHER FOUDY: I think they should be appointed.

CHAIRMAN COLLIER: By whom?

FATHER FOUDY: By those who are official members of this television group, whatever it would be, and they would have regular nominating committees in that group.

ASSEMBLYMAN BRADLEY: Father Foudy, you mention the fact you believe all groups should have equal access and I thoroughly agree with you, but do you believe that is at all possible with private stations sponsoring time, etc.?

FATHER FOUDY: The private stations so far have been very good. They, of course, have the problem of finance themselves, but when they do have stations available they have made their facilities available to people.

ASSEMBLYMAN BRADLEY: Yes, but have they made those available to just a particular group or have they made them available so that you can shift around and give different groups a chance?

FATHER FOUDY: I think it is up to the groups to make the application. In other words, they haven't exactly gone around the countryside looking for people to appear, but those who might be interested in appearing have been given a very sympathetic -

ASSEMBLYMAN BRADLEY: Now, one more thing. You said you thought the present field should cover the fine arts, etc. You sort of left out my baby - I am thinking particularly of the farmer - the rancher; don't you think they have an awfully good place in this?

FATHER FOUDY: A very good place. I was thinking primarily, I guess, of the elementary and secondary school - my own particular problem and possibly I was thinking from the city point of view a little too much.

MR. COOLIDGE: Mr. Chairman, I would like to present Mr. Philip Lasky, the General Manager of Station KPIX, who has come to present the point of view of the commercial station. Mr. Lasky.

MR. LASKY: At the outset I would like to make it clear that I am speaking today only for myself and KPIX and I do not represent any groups of broadcasters or broadcasters association in this appearance, and the very few and brief remarks that I have here is to give you a reflection of a commercial broadcaster's attitude toward this matter of educational stations.

The Government, as a matter of policy, has viewed the needs of education sufficiently important to warrant special consideration in the assignment of television channels.

KPIX, as a commercial television station, supports the view that television is one of the finest means of communication ever conceived, and that its potential possibilities for teaching are virtually unlimited. Because of its ability to transmit ideas and knowledge from teacher to student, or to the inquisitive mind of the adult, without barrier of walls of the formality of classroom, it is the one medium by which all classes of society can meet and understand each other. Through understanding, suspicion and doubt can be overcome and this can only lead to a better society and a happier world. KPIX is convinced that the medium is exceptionally well suited for educational purposes, ranging from the broad dissemination of general information to specialized classroom instruction. Our station has devoted considerable time, study and attention to the possibilities of education on the air and has been associated with educational institutions in the creation and production of several programs, some of which have received national recognition.

Television is a new medium, and while it is akin in some respects to radio and motion pictures, it has unique qualities which must be fully explored to determine its greatest possibilities. As in the case of any new art, its own techniques must be developed, and only through experimentation and trial can this medium be brought to fullest fruition. There is an important place for educational features on commercial stations which make their appeal to large segments of the viewing public. Through techniques and facilities which may not be available to educators, commercial stations can produce informational and instructive programs of wide general concern and interest. Commercial stations and educational institutions will continue to find important common grounds of cooperation.

Certainly there is an important place for the restricted educational station, too. To fill the specialized needs of schools for classroom activity; to provide instruction on a wide variety of subjects of interest to relatively small groups of adults; and to originate educational fare for family use in the home, educators should have direct access to their own television station to permit unlimited experimentation and development of techniques and creation of program material. At this relatively early stage of television history, such trial and error method of perfection is important, and only through their own workshop can educators achieve the goals of which this fabulous medium is capable. To assist the educators in technical and theatrical aspects, I believe commercial television broadcasters stand ready and willing to lend every possible aid to educational institutions, their television organizations and stations. There need be no conflict between educational and commercial television stations as both serve important needs and can complement each other in many ways. They can indeed live in harmony alongside each other.

CHAIRMAN COLLIER: Mr. Lasky, doesn't the Federal Communication Commission now make rules and regulations as to how much time that a station will have to devote to educational purposes?

MR. LASKY: No, that is a common misconception, Mr. Collier. We operate under a charter, a license that says we should operate in the public interest, convenience, and necessity. It is the attitude of the government that part of that responsibility encompasses certain education and public service programs; they do not say any/percentage, that is left to the individual discretion of each station.

ASSEMBLYMAN GEDDES: Just commenting on that, we find in the classification of newspapers to be carried at third postage rate

that they cannot consist entirely of advertising; there must be a portion of news in the newspapers column as well as advertising so I think the Government looks at it in the same way. If the station were entirely commercial, I mean by programs that were entertainment features strictly, it would find itself in a different situation than where it is left to the good judgment of the station, but where there is no prescription as to what the percentage of each kind of program should be.

MR. LASKY: That is right, sir, there is no prescription. At the license renewal period, the Federal regulatory body takes a look at the performance of the station and decides whether they have served the public interest. One station will serve it in one way; another will adopt a different tactic. In our own case, with respect to education, we have adopted a firm policy that when we assign a program time for educational purposes, it should be at a time that it should be at a time that it could be best used by the listeners, and that time is guaranteed against preemption for the period of the program series. Other stations will adopt a public service point of view that is different, but it still is serving the public.

ASSEMBLYMAN BRADLEY: You stated that educators should have direct access to their own television station. That would indicate that you must advocate separate stations. Who would you advocate own or establish those stations?

MR. LASKY: I don't think that I would attempt to answer that question. We believe that the local station, with which I am more familiar than any, operated by BAETA is a pretty happy solution. Its own organization gets together and is financed in their own way.

ASSEMBLYMAN BRADLEY: But you are neither advocating State control or group control - just that there should be some station to which they could have access?

MR. LASKY: I doubt that it would be practical for the State to control educational stations. I think they would run head long into conflict with the Communications Act and the required Federal control.

ASSEMBLYMAN BRADLEY: This is a question which I don't expect you to answer unless you want to, but in assigning the time to different groups which may ask you for free time for educational programs, do you give preference usually to educational institutions who want that or would you give equal preference, for example, to labor groups that might want to get their programs over?

MR. LASKY: Did I understand you to ask this question with respect to educational programs or public service programs?

ASSEMBLYMAN BRADLEY: I assume you have a certain educational period. For example, while I am not advocating one or the other, simply inquiring, labor groups might consider it had an educational program to put over as much as university groups - would you give them consideration?

MR. LASKY: We are faced now with the definition of education, and as long as our record is being gauged by the government, we must necessarily follow their idea of what is educational television, and at this writing a station only gets credit for doing educational work if it does it in association with a recognized educational institution. If the labor movement, for instance, had its own school or college or hall at one of the existing universities, the station would be delighted to work out educational programs.

CHAIRMAN COLLIER: Thank you, Mr. Lasky. Did you have another witness, Mr. Collige?

MR. COOLIDGE: I would like to say for the record that BAETA and Channel 9 and I believe, too, the committee are very grateful for Mr. Lasky coming this morning to cooperate with the committee. I would like to call at this time Mr. James Day, the General Manager for Station KQED, operated by BAETA. We hope to be on the air soon over Channel 9.

MR. DAY: Mr. Chairman and members of the committee, we believe the answer to the question "What is Educational Television" can best be given in terms of our specific plans for bringing an educational station into being here in the Bay area. We have purposely defined education in its broadest sense because we believe this to be the intent of the Federal Communications Commission in reserving these channels for non-commercial educational use. In their sixth report, dated April 14, 1952, they stated that "The justification for an educational station should not in our view turn simply on account of audience size. The public interest will clearly be served if these stations are used to contribute significantly to the educational processes of the nation." The type of programs which would be televised could provide a valuable complement to commercial programming. Our plans in San Francisco are focused upon complementing rather than competing with commercial station programming. Our programs are designed to reach relatively small audiences, but it is important to note that these small audiences taken together may well be larger than the mass audience which commercial television now attempts to reach as a single unit. By appealing to relatively small groups within the larger audience, we are able to serve those individual tastes and needs

that cannot be served by the audience that is the principal criteria for programming. We believe this to be a necessary counter balance to the standardization which is the logical concomitant of mass appeal programs. It is not entirely inappropriate to draw an analogy with the newspapers and the libraries. Like newspapers, commercial television serves and serves well those interests we share in common, the news, comics, variety, drama, etc. But the existence of newspapers does not preclude the need for libraries, where we can explore more deeply into these areas, or where we can satisfy those interests we may not share with the great numbers of people.

Educational television makes possible the use of this new and dramatically effective medium of communication of this latter purpose. It would be unrealistic of us to expect a single constant audience for educational television; our programming plans, therefore, are predicated upon a continually changing audience that finds KQED a supplement to their leisure enjoyment of commercial television, providing as it will those kinds of programs that would be impractical, if not impossible, for commercial television. Let us look for a moment at the ways in which we plan to apply this principle to the operation of KQED. First, let me state that practical considerations have dictated limited hours of operation in the beginning. To use the limited hours of operation to the best advantage, we have decided to go on the air at 5 o'clock in the evening with an hour of constructive children's programs. We will leave the air at 6 o'clock to return at 7:30 in the evening with an hour and a half of adult education programs, including a daily course for credit to be telecast in conjunction with the 21 colleges and universities in our area. We do not plan immediately to operate on Saturdays and Sundays because

the commercial stations now program their finest educational and cultural programs on these two days. Our children's programming, which is being arranged with the help of the schools, libraries, and museums of the Bay Area, includes a daily Arts and Crafts show that will stimulate youngsters in the creative use of their hands. Other programs are in preparation in the fields of science, literature and history. Our purpose in these children's programs is more than providing a constructive alternative to the programs now available to them on commercial television - it is equally concerned with the educational objective of making doers out of viewers; to minimize the habit of passivity brought about by being a mere spectator to television. In the field of adult education, we are preparing programs in conjunction with many local educational, cultural, and professional organizations. These include a series of concerts by the world famous Griller String Quartet. This program is, I believe, an apt demonstration of our intention to program for a small, but important, audience not now being served by commercial television. Other programs include a series on the chemical elements by the world's outstanding authority in this field, Dr. Glenn Seaborg; a constructive program of public health in conjunction with many agencies in this field; a program series on the problems of the Bay Area in conjunction with a local college; a program series on design, architecture, city planning, landscape architecture and decoration in conjunction with professional societies in these fields. a program series on Shakespeare to be done with a skilled specialist in marionettes; and a program series on American Ideals to be done in conjunction with Stanford Research Institute. The program on American Ideals is a demonstration of the practical application of

educational television in the social sciences. Our specialized audience for this program will be organized employee groups within those industries cooperating with us in this program of industrial relations. Our television show will provide the basis for employee discussion meetings under supervision of adult education discussion leaders, leading to a better understanding of the role of management and labor in the American economic system. This is but a beginning. For the future we plan to reach other specialized audiences with programs designed to meet their specific needs. Among our plans for the future are programs on advertising and management for small-business men; classroom programs for the bedridden child; citizenship classes for the foreign born; labor education for labor unions; refresher courses for the medical and legal professions; parent and child care; teacher training for the school systems; consumer education, and of course programs specifically designed for use in the classroom as an adjunct to classroom instruction. The areas in which this type of specialized educational program can contribute to community welfare are practically endless. All these programs will be telecast by KQED with cooperation and assistance of established, reputable, educational, cultural, and professional organizations in the community. This will assure their educational soundness. We recognize that these programs may not in themselves be educational, since the educational process is more complex than the mere passive viewing of television, but we believe this kind of programming will provide a stimulus to constructive and creative activity - will open new vistas for thoughtful exploration and will encourage a more active participation of our viewers in the democratic processes of the community. If it can do

this, and we are convinced that it can, then we believe that the reservation of these channels for educational purposes may well be one of the most dramatic steps taken by our government to insure that our way of life will be preserved.

CHAIRMAN COLLIER: Mr. Day, may I ask you a question. The channel has been reserved by the Federal Communications Commission - now, have you found that you have been restricted in your activities at the State level as a result of laws in the Codes today?

MR. DAY: If I understand your question correctly, the answer would be no, we have not been restricted in any way. As Dr. Clish has pointed out, the present Education Code prohibits the full use of this medium for the benefit of the school systems, but we do not regard that as a restriction upon activity.

CHAIRMAN COLLIER: Insofar as your station is concerned. Thank you. Mr. Lyon.

ASSEMBLYMAN LYON: Mr. Chairman and members, I haven't heard any real complete explanation of how KQED, which I believe is Channel 9, has come into being. I have heard several references to it this morning, but no further background going back beyond today and I would like to inquire of Mr. Day just how this station is set up in addition to the hours you expect to operate - who helped form it, what sort of application has been submitted, and a little of the background on that.

MR. DAY: Mr. Lyon, when the channel was reserved for San Francisco, a group of educators here in the Bay Area got together. Out of this initial organization was ultimately formed a non-profit corporation, incorporated under the laws of the State of California. This non-profit corporation drew up by-laws which stated that the

corporation would be operated by a board of directors of fifteen distinguished citizens - four representing the elementary and secondary schools, four representing the 4-year colleges, and seven representing the cultural and educational interests of the community at large. At our annual membership meeting a month ago these by-laws were amended to allow for a broader representation from the community. Our Board was increased from fifteen to twenty-three, adding two more to elementary and secondary education, two more to the 4-year college representation and four to the representation of the community at large. This non-profit corporation applied to the Federal Communications Commission for the right to operate Channel 9. The application - the construction permit was granted in July of last year. In addition to the Board of Directors, there is a Citizens Advisory Committee, of which Mr. Coolidge is Chairman, of some 50 members representing the broad economic elements in the community. In order to acquire this construction permit, obviously this corporation had to show ability to operate the station financially. This was done through a series of contracts which were drawn up by the Corporation to allow use of the studios mentioned by Dr. Burdick on the U. C. Campus; studios in the San Francisco school system; the John O'Connell Trade School. They then arranged for the purchase of the Channel 5 transmitter that KPIX was relinquishing in favor of a more powerful transmitter, and drew up a lease with the Mark Hopkins Hotel which is where the transmitter is presently located. In addition to those elements, there were two grants from Foundations - the Rosenberg and the San Francisco Foundations, which together gave \$72,000 for the operation of the station and it is on that money that we are now

operating. The final element was the promise of the Fund for Adult Education, which is a Ford Foundation grantee organization to match our capital assets on a one to two dollar basis, up to a grant of \$150,000 to be earmarked for the purchase of equipment only. We are in the process of qualifying for that grant and expect before this week is out to have a portion of that grant made available to us for the purchase of our equipment. Our plans for financing, very briefly described are simply these: It will require about \$250,000 a year for the operational cost of the station. We expect eventually to finance the station on the basis of \$10 memberships in the Association, which we are presently selling. Membership entitles the member to a vote in the corporation's activities. It will require about 30,000 members in this area to support our station. We do not think this is impossible in spite of the size of the membership because this will represent, 5 years from today, less than two percent of those that own television sets in our viewing area. In the meantime we are going to those elements of the community which have long supported opera, symphony, and other cultural projects, and are asking that they help us during these first few years by helping underwrite the deficit that would be caused by a lack of full membership in the corporation. This year that will amount to \$150,000. The balance of our \$250,000 will come from memberships this year. Next year we hope the membership will increase so that the amount we ask for in special donations will be smaller. I think that is a marvelous demonstration of free enterprise.

ASSEMBLYMAN LYON: Thank you very much, Mr. Day.

CHAIRMAN COLLIER: May I ask you one question, Mr. Day. You said you had grants from the Rosenberg and Ford Foundations. Are

those outright grants without any strings attached to them or are there strings limiting the use of that money?

MR. DAY: With respect to the Rosenberg and San Francisco Foundations, they are outright gifts to be used in the operation of the station. In the case of the Ford Foundation, there are strings attached in the sense that the grant is to be used in the purchase of equipment.

ASSEMBLYMAN BRADLEY: That Ford Foundation - you don't have any strings attached to that in the way of One World Government or anything like that do you?

MR. DAY: No sir, we do not.

ASSEMBLYMAN BRADLEY: You made one remark I would like to clarify. You remarked, as I understood it, something about the 21 TV universities in the area - what do you mean by that? I just don't understand.

MR. DAY: There are 21 colleges and universities in the 9-county area which we serve. We have met together with representatives of 18 of these 21 universities and colleges, and have worked out standards to which they will all subscribe on the broadcast of college courses for credit.

ASSEMBLYMAN BRADLEY: In other words, those 21 universities have now agreed to cooperate with you - they are a part of your system, you might say?

MR. DAY: Well, they have agreed to cooperate with us. I don't know if you could go so far as to say they were a part of the system.

ASSEMBLYMAN BRADLEY: In regard to expense of operation - do you expect to have any expense for programs or do you expect to do

all that through the different educational institutions?

MR. DAY: A portion of the \$250,000 will be used for program expense. It is difficult to explain the means by which we will finance the programs because it varies with each program, but a large portion of the \$250,000 I mentioned will be devoted to program expense. The largest portion, of course, goes to salaries for program staff.

ASSEMBLYMAN BRADLEY: You spoke also of cooperating with Adult Education. Does that mean that you are arranging, or will be able to arrange, with the Adult Education Authority to work with their groups as sponsored by the State or sponsored by the communities?

MR. DAY: My reference to adult education leaders was in connection with this program in Industrial Relations. We will broadcast the basic information to be used by employee groups within certain industries here in the Bay area that have indicated an interest in participating in this kind of a program. They will employ the adult education discussion leader - that is not up to us.

ASSEMBLYMAN BRADLEY: That does not necessarily tie you in with the school system itself?

MR. DAY: If I understand your question, I do not believe this does tie us, in this particular instance, to adult education.

ASSEMBLYMAN BRADLEY: I wish you the best of luck. I just hope you don't get tied up with any group that would expect a return for their endowment or anything of that description.

CHAIRMAN COLLIER: Any questions? I believe that is all then. The committee will recess until 2 o'clock. I might say this to the audience, to those that might not be coming back, remember this committee is just a committee trying to get information to

assist in the television program, if need be by the State. We are seeking information - we are not subpoenaing anyone and all information given to this committee is voluntary. We are trying to assist you people in cooperating to assist you in your program. That is the purpose of this committee.

MR. COLLIDGE: May the five people who are here expecting to be heard this morning be heard after 2 o'clock?

CHAIRMAN COLLIER: They may, you bet. Everyone will be given an opportunity to express himself if it takes up into the night. We will recess until 2 o'clock.

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CHAIRMAN COLLIER: The committee will come to order. We have with us Dr. Francis W. Noel, Chief of the Bureau of Audio Visual Education. Dr. Noel, if you will take your seat there, sir.

DR. NOEL: I am Francis W. Noel, my residence is 4900 Flora Vista Lane, Sacramento, California. I am an official of the California State Department of Education, Chief of its Bureau of Audio-Visual Education, which position I have held since 1945. Chairman Collier has asked me to address my remarks to the question, "What is the relationship of television to audio-visual education?" This is a good question, one which needs to be understood by the public, and the educator, especially the educator whose responsibilities are in the field of audio-visual education.

Audio-visual education refers to a wide variety of audio and visual materials and the methods of using them in the educative processes. It is a term generally used to describe the use of materials that can be seen, heard or examined by the user. These

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include some items which are only visual such as graphs, charts, maps, pictures, lantern slides and silent motion pictures. Some items are essentially audio such as radio, records and magnetic tape. Some items combine both sight and sound such as the sound slide projector, the sound instructional film and now television. Research shows those devices which appeal to both the sense of sight and sound are enormously more influential in effecting behavior than are devices which appeal to only one of the senses. The degree to which the multiple use of the senses effects learning is illustrated by the difficulty of teaching handicapped children. All of us are well aware of the problems of teaching the deaf. It is even more difficult to teach the blind child. It is for this reason that books alone are inadequate as learning aids. The same thing applies to the instructor who depends entirely on the lecture method of teaching.

An important aspect of the audio-visual education movement is that it is dynamic and is continuously seeking to improve instruction through the adaptation and use of new devices which science and our technology provides us. Business, industry and the armed forces have used these devices extensively for many years. In reference to the armed forces use of audio visual materials under the name of training aids, it is to be noted during the war this use was directed largely by educators who had been given the authority and resources necessary to develop such programs. It is to be further noted that these training aids utilization programs were extremely effective in accelerating and making the armed forces training program generally effective. Business and industry especially have been more aggressive in adapting these devices and methods to their training programs than public education. In part this is due to an erroneous

idea that audio-visual education methods are more costly than traditional methods of instruction. Business can and does compute time saved in training personnel through these methods as money saved. Today all business and industrial training programs depend largely on audio-visual education materials and methods. This is true especially in the use of the sound instructional film. Single concerns spend millions of dollars on audio-visual education because they have learned dollar wise it pays to do so.

Theatrical motion pictures are not generally included in audio-visual education because they are produced with an eye on their entertainment value. The film which I referred to and which is by all odds the prima donna of the audio-visual education field is the 16mm sound instructional film used extensively in the classrooms of America. The best of these is carefully produced to be accurate in content with their organization based upon sound instructional principles. This makes them interesting and a valuable instructional tool when properly chosen and skilfully used. The subject matter they deal with is based upon extensive research to assure the producer the films are needed and will fit into the school program.

In many ways the differences between the theatrical motion picture and the instructional film I have described exemplifies the differences between commercial television and educational television. Both can be made extremely interesting. One is designed at all costs to be entertaining. It is also designed to appeal to the greatest number of people. The other, the educational television program is designed to instruct and is pointed to a limited number of persons or students concerned with what it will teach.

It is quite obvious television is an electronic motion picture combined with radio. Both the motion picture and radio are basic audio-visual education tools. As such television when used for instructional purposes falls logically within the scope of the audio-visual educator. Dr. Paul Reed, a leader in the movement and Director of Audio-Visual Education for the city schools of Rochester, New York, and until recently on leave from that city as a field consultant for the Joint Committee on Educational Television, described the relationship of television to audio-visual education tersely as "T-V is A-V." Television is audio-visual education.

The audio-visual educator is doubly interested in television because it is a communication device which extends the range of usefulness of all his materials and techniques. There is much available scientific evidence in the form of research to prove that the modern instructional film in particular is a powerful educational tool capable in the hands of skilful teachers of informing students, developing attitudes and accelerating learning. This being so, there is every reason to believe that by extending its usefulness through the use of television it will greatly implement all education.

CHAIRMAN COLLIER: Dr. Noel, I was talking to a gentleman in the Southland that is interested primarily in the production of audio-visual films. He informed me that today many of the instructors in our schools are not familiar with the operation of audio-visual equipment to date, and actually we are not making use - maximum use - of the audio-visual aids that we have today in our schools. Will you comment on that statement?

DR. NOEL: I think that statement is reasonable in this degree that with the great influx of new teachers we have had, Mr. Collier; with the emergency credentials that we issue to permit

those teachers to work in our classrooms because of our teacher shortage, there are a good many teachers that do not have as much experience with the medium as they should have. We have a long way to go, both in terms of getting enough materials that we need and teachers that are skilful in using them. The statement is at least in part right.

CHAIRMAN COLLIER: If that is true that we are not making maximum use of audio-visual to date, as I understand many of the programs on TV will be kinescoped, which is nothing more than a picture, what does TV have to offer that we do not have in audio-visual, other than current events which will be available to us through commercial stations?

DR. NOEL: That's a good question. I must have slipped here in what I was trying to say. Through the use of television, we are going to be able to greatly extend the usefulness of both the material that we have now and what will be available and we will get far more use out of everything we have. It is true we have a long way to go in developing this thing - to get our teachers and everybody trained to use it to its maximum efficiency. We probably never will be able to. We will have improvements in the way we use the things alone that we will have to keep training to develop those skills in teachers. We have made tremendous strides in this State in the effective use of these materials. We have made tremendous progress also in placing these materials in the hands of teachers.

MR. GEDDES: Does your experience go back to the time the public schools took on probably one of the forerunners of audio-visual, that is the audio part of teaching, back in the days of the old fashioned phonograph for music appreciation, and accumulated in

some of the school districts a considerable supply of recordings that were used in the classes to bring the students of the orchestras and others who were taking music appreciation, to bring to them the recordings of orchestras that they wouldn't ordinarily hear - it was before the days of radio that I can remember; the Long Beach school system had a considerable library. That was more or less the forerunner of part of the combination today which is both sight and sound, and as long as we used pictures or graphs on the wall we had the other part. Now, when you have them combined with animation, you have something that is not only a combination of what we had previously, but interest has been added and psychologically it is a better teaching tool than we had previously. In your experience and in your position, would you care to comment on how much material the State has collected that is available to different school districts?

DR. NOEL: We have what I would consider a very inadequate survey that was just recently released, that was done by one of the commercial boys which shows that there is considerably more than, for example, a hundred thousand reels of motion pictures, that's instructional film, in the schools of California. I say that is incomplete - I don't know exactly how they did it, I think it is probably conservative. At all events, there are large quantities of materials that have been purchased and made available for classroom use by our school districts and in the various counties through the use of the County Service Fund monies.

MR. GEDDES: Those would include such new aids in teaching mathematics as the visual expression of fractions and how you add and multiply, that you and I got the hard way, as well as historical films and presentations of that kind.

DR. NOEL: It is a tremendous range of subject matter. We have some very fine material on the teaching of mathematics. I believe about 3 or 4 years ago we showed some of those films to members of the Legislature at their request and I remember very vividly a number of people there saying, "Why couldn't I have seen this when I was a kid taking fractions?"

MR. GEDDES: Then in the teaching of languages, have you seen anything where attempt has been made to have native teachers so that you would get pronunciation and lip movement and the rest of that?

DR. NOEL: Los Angeles City Schools, for example, has records dealing with that and they are very effective.

MR. GEDDES: Then tying in your statement that TV is AV, if we were going to expand the classroom, or else take the classroom that has only part of the facilities and you would want to channel a broadcast or a telecast into that classroom, it is merely a question of using the TV camera to scan the material that is already available and will be made increasingly available if we keep on with programs of AV.

DR. NOEL: That is right, Mr. Geddes.

MR. BRADLEY: Dr. Noel, as I recall it, you said business was very much ahead of the educational system in using audio-visual aids, etc. as a money saver. Do you look ahead to TV in education as a money saver for educational funds?

DR. NOEL: I am not a financial expert, but we have with us the continuous problem of having to teach more and more to meet the needs of our present culture. Our school system is expanding

physically. There are certainly areas through the use of educational television that can probably show a marked saving; specifically, Dr. Beatty who is the County Superintendent of Schools in Allegheny County, Pennsylvania, in which Philadelphia rests, was one of the speakers at the Governor's Conference a year ago on Educational Television and his speeches are in the report there. He analyzed in a number of situations, for example the shut-in children that are sick and still need to be reached -- the amount of money they were spending to send individual teachers to them; he took that and a number of other aspects, and showed how by the savings that would be potentially possible in that area alone it would be enough to start Allegheny out on a substantial education of television program using the channel that was allocated them. My belief is, yes, if we can put into this thing the proper resources to do the job right, that we can wind up and really show substantial savings in our total educational cost, just the same as business and industry does today.

CHAIRMAN COLLIER: Dr. Noel, I have one more question I would like to ask you. When radio came into existence, wasn't there the same enthusiasm for radio education as there is for television education to date?

DR. NOEL: There was enthusiasm, but there certainly wasn't the - I don't like to use the word "enthusiasm" if it denotes just sort of being hot on something that is new; there was a great deal of enthusiasm - the possibilities - yes. In the manner the educational television developments are going on, the research work, the interest and concern of people on high levels, not necessarily in education, as they look across the potentialities, this thing is much different and much sounder than it was in radio.

CHAIRMAN COLLIER: I believe Dr. S. E. Frost, Jr. in his booklet entitled "Is American Radio Democratic" - they state that there were 242 broadcast licenses that were issued then - that was in 1936, and in 1950 only 22 non-commercial educational stations were on the air.

DR. NOEL: I am glad you brought those figures up. Mr. Collier, because those figures are pretty generally misunderstood. I think that even at the time Mr. Frost wrote them he didn't have the perspective on that. When radio first began, those licenses he refers to, were not educational radio channels in the sense of the radio station that we have here now in the San Francisco City Schools, or in Stockton with Dr. Kraft, or in Santa Monica. Those were largely hams - experimental stations in high schools or small technical colleges. They were not conceived at that time, in fact it was long before the experience with radio that it showed it could be a powerful educational medium of moving and influencing people in America and the rest of the world. Those were just essentially - as I say, you might compare them to ham stations today. The Science Department heads, and the like, were experimenting around with radio and they got an experimental license and then later the license was confirmed on some other basis by what was, not the FCC, but another body of the same idea. They were not financed at all. Now, today since the new channels for radio education have been made available, we have a steady increase in the use of those channels by institutions of higher learning and institutions of education in general. I don't happen to have those figures, but what has happened since the FCC allocated definite channels for education in radio would completely belie the inference of that statement that education has not made use of radio; we have been

making use of it, increasingly so. I would be happy to get the exact figures for you and send them to your office.

CHAIRMAN COLLIER: Other than the State participating in a financial way, what way should the Education Code be amended to date, do you recommend --- so that your districts can participate?

DR. NOEL: You, I am sure, have seen Mr. Westphal's letter from the Attorney General's office raising the question regarding the legality of the use of any public money at the present time for educational television - as a matter of fact it would cover any television use at all. In my opinion, there needs to be some careful clarification of the full Code which will make it permissive within certain bounds for school districts to use tax monies and for state monies to also be used. We are not in the least anxious, Mr. Collier, to see the floodgates turned open as someone said - that isn't the idea at all, but we need definitely, and desperately, a clarification of the law which will make it possible for reasonable development to go on in the use of educational television, especially since the Attorney General's office has raised the question and has stated in the Westphal letter that clarification needs to exist.

CHAIRMAN COLLIER: Any questions by any member of the Committee? Thank you, Dr. Noel. Mr. Coolidge.

MR. COOLIDGE: Mr. Chairman and members of the Committee, we have this afternoon as our first speaker, Mrs. Horace P. Cochrun, Radio-Television Consultant and Critic, and member of the Citizens Advisory Committee. She has a very important point very close to all of us which has not been made yet. Mrs. Cochrun.

MRS. COCHRUN: I am Mrs. Horace J. Cochrun, Radio-TV Critic and Consultant, 2011 9th Ave., San Francisco 16 -

(NEED FOR BETTER PROGRAMS FOR CHILDREN IN
AFTER-SCHOOL HOURS)

The need for educational television in California has been discussed this morning by the educators. Television as an educational tool is their stronghold, but what do the home audiences think about it? Do they want it? What will it offer them? Are they willing to add to the heavy investment already made in television sets and the continuing operating costs in order to have this new facility?

The answers that I shall offer you are not vague opinions. They are the results of authoritative studies. In the time allotted, I can mention only a few facts from these surveys. A more complete bibliography is attached.

To the first question, "Do we want educational television?", this is the answer of one local group of parents.

It has been estimated that school children spend about twenty-one hours per week at the television screen. To find out what their children were viewing, these parents joined them during the after-school hours, analyzed the available programs and revealed some startling evidence which has since been verified by similar studies in many leading cities.

In four hours, on the same day in San Francisco, children saw on television, fifty-two crimes including thirteen murders and killings, fourteen sluggings, six kidnappings, three hold-ups, three explosions and dynamitings, three blackmail and extortions, three thieveries, and seven robbery, arson, lynching and torture. This kind of "education" exceeds the number of hours spent in school each year.

It is the obvious reason for parental support of educational television.

Of course, the pros and cons of this argument are as old as radio, as old as the written word, but is it any wonder that parents hasten the day when they can offer a substitution for this kind of programming with programs produced by those with high standards of excellence of entertainment as well as with knowledge of the child mind?

To the credit of the commercial broadcasters, they do produce programs that stimulate rather than stultify the imagination. There can be programs like Kukla, Fran and Ollie, there can be truly magnificent public service programs such as the televising of great national events, there can be Omnibus, Excursion, Adventure, Discovery, See It Now, Johns Hopkins Science Review, and Hall of Fame. To see any of these but once is to whet the appetite for more. But think of the tragedy of the great waste created by only one performance! For the benefit of education, the Ford Foundation has recently established a library where the greatest telecasts will be preserved

forever, a lasting record of our civilization, and a fine tribute to the educators who will have these remarkable documents available for re-broadcast. Where else but on educational television shall we be able to count on this contribution to our history?

If you are a skeptic who is unconvinced by comparative facts, let me give you a few financial statistics pertinent to all television owners. You will agree that when one makes an investment, a satisfactory return is expected. By 1953, \$7,500,000,000 had been invested in television sets in 25,000,000 homes, an average investment of \$300 per set with an annual operating cost of \$60.00. The expected return on this investment is in good programs to meet all needs. Any slight additional expense that the viewers may incur for educational television is most acceptable if it will bring the kind of constructive programming that they would like to have. The balance needed to equip this State for educational television is only a small percentage of the existing investment.

Educational radio which parallels educational television has proven in its brief history that wherever an educational radio station is operating, there is a better selection of programs on all stations. The inherent good taste of the American people is verified by the audience ratings of competitive programs on commercial and non-commercial stations. I refer you to the commercial broadcasters own ratings to verify this statement.

I shall submit only one other piece of revealing evidence. THE TIME-TRAP, an editorial in the Saturday Review, stated: "In a Boston Suburb, a nine year old boy reluctantly showed his father a report card heavily decorated with red marks, then proposed one way of getting at the heart of the matter: they could give the teacher a box of poisoned chocolates for Christmas. 'It's easy, Dad, they did it on television last week.'"

In Los Angeles, a maid caught a seven year old boy sprinkling ground glass into the stew. There was no malice behind the act. It was purely experimental, having been inspired by curiosity to learn whether it would really work as well as it did on television.

Here, in concept at least, we started out with the most magnificent of all forms of communication. Here is the magic eye that can bring the wonders of entertainment, information and education into the living room. Here is a tool for the making of a more enlightened democracy than the world has ever seen. But where else can we look but to educational television for the preservation of our democracy?

For the sake of the future, California must not fail to secure these advantages. That's why parents want educational television.

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MR. BRADLEY: Did I understand you to say the annual upkeep of television is \$60.00 a year?

MRS. COCHRUN: That is correct.

MR. BRADLEY: That would be 150 million dollars a year for repairs at the present time?

MRS. COCHRUN: I can't do arithmetic that fast, but if you multiplied it, it would be right. It is \$60.00 per set, per person - did I say 25 million sets?

MR. BRADLEY: I was a little puzzled to know exactly what you meant by your educational films. You speak of adventure and all that sort of thing. Are you contemplating what I would think as educational films from an educational organization, or are you contemplating general travel films and all that sort of thing as education?

MRS. COCHRUN: No. These films are made from existing commercial programs; they will make kinescopes off them and preserve them and as time goes on, like in libraries, they are weeded out. Perhaps you remember when radio first started, we had some magnificent radio broadcasts that are lost forever. For instance, I think this would be a good example, children will go to school and in history will learn that the United States entered the second World War; if they could have heard it declared in Congress by a repeat of the radio program, they would really understand what it meant - the history would mean a great deal more to them. Now, this library is being set up in Chicago on a loan basis, for education. You see, the commercial stations cannot reproduce them at the times they are needed; in fact, we have lost far too many already.

MR. BRADLEY: In other words, your thought is to extend this program far beyond what the average educational institution would try to teach, you would extend it all the way through - historical and everything else of that description?

MRS. COCHRUN: I think the best definition I have ever heard of educational television is "Education is life itself". Today, television is so much a part of life that it certainly is all-inclusive.

MR. BRADLEY: That is all very agreeable, but unfortunately we have to get the money to operate these things, and I am thinking about where the money comes from. Now next thing is you speak about the time that children spend, 21 hours a week, before television sets. Do you think that educational shows can be made sufficiently attractive to compete with wild west adventure stories, murder, and the like - which I don't like but its there.

MRS. COCHRUN: Yes, I do because in the states that had educational radio, they have vastly improved the commercial programs that are available for children, and the audience rating will prove that children reach a saturation point on the wild westerns and do want better programs.

MR. BRADLEY: Hanged, if I have seen any of them reach it yet. They will sit there for hours and hours - you can't even get them to a meal.

MRS. COCHRUN: That is because in California, you haven't had anything with which to contrast it.

MR. BRADLEY: If will take something to combat it from what I can see. Thank you very much.

MRS. COCHRUN: It has been done though.

CHAIRMAN COLLIER: Mrs. Cochrun, did I understand you to say there is a pool in Chicago for these films and from that pool we will be able to draw upon those films?

MRS. COCHRUN: Yes, they will be available.

CHAIRMAN COLLIER: Who is making these films? Under the supervision of whom, now, is this pool you refer to?

MRS. COCHRUN: I think it is being financed by Ford Foundation. The films are made of already existing telecasts, just as a library buys books, you see. They are not going to make the program and then film it. Stanford University did, I can't remember the series, and that entire series was filmed and will be deposited in this library. In other words, there are in the United States to date, in California in particular, some excellent teachers; they don't live forever, and eventually films will be made of their teachings - of programs they have done for television.

CHAIRMAN COLLIER: Could you give this Committee the name of this organization in Chicago that you refer to so that we may have literature available to us from that institution?

MRS. COCHRUN: Yes. It is referred to in one of my references. Do you want me to take the time to -

CHAIRMAN COLLIER: No, if its in your reference, we will find it.

MRS. COCHRUN: It's referred to in the bibliography.

CHAIRMAN COLLIER: Thank you. Any more questions?

MR. BRADLEY: I want one more question. You speak of the films being made up by Ford Foundation and other organizations of that kind, I am a little suspicious of all Foundations in the long

run because you never know who the Board of Directors is going to be and therefore you don't know what kind of programs they are going to put out.

MRS. COCHRUN: They are not going to put on the programs - they will film the existing films.

MR. BRADLEY: Have you any thoughts of how you would separate the sheep from the goats in this thing and pick out films that would be good for the people rather than something that would not be?

MRS. COCHRUN: That will be up to the Boards of Education, or whoever is in charge of the educational television program in your area.

MR. BRADLEY: You would leave that up to the local Board for selection?

MRS. COCHRUN: Yes, because I would like to point out that according to the Communications Act of 1934, all television stations operate under the same conditions. I think today we have in the United States the greatest system of broadcasting; it will be even greater when there is a little more competition. By the same token, you would have the same distrust of your Boards of Education if you distrusted the American system of broadcasting.

MR. BRADLEY: No, I don't distrust the local Boards of Education for their own area - I put a great deal of confidence in them, but I do distrust any general picture of some Foundation making up films or programs which are to be distributed to the country at large, and when they are distributed people saying, "Well, we got a program all fixed up, we can't afford to fix a new one" - I distrust that sort of stuff.

MRS. COCHRUN: This same argument was brought up not so long ago (I looked it up as a matter of curiosity) - the arguments against establishing Carnegie Libraries were the same existing at that time.

MR. BRADLEY: Well, I don't think it applies at all because you have to go to the library to get a book to read it; this other way, it comes right into your home.

MRS. COCHRUN: That is true. You have just made the point as to why we need educational television.

MR. BRADLEY: I must say I have my suspicions.

MR. GEDDES: If I understand your presentation, and I think I do, I think the point you particularly want to leave with the Committee is that educational television, because of its very nature, will provide a healthy competition with television as we know it today, following on the premise that the competition of something good will at least show that it can be done and if there is a demand for that kind of entertainment, which is educational in itself, it will encourage other stations to do the same. I had an experience, and it's a long time ago, but in 1909 or '10 the Parent Teachers Association of Long Beach City Schools decided that the movies were pretty poor stuff for the children to be seeing - that was before the days of the talkies, naturally, so they started a theater uptown that they called the Joyland - happy girl and boy land; so they presented different films, the mothers and fathers took us to see those films, which were going to be very good for us and entertaining, but the place went broke in about six months because we got tired of seeing the same "Snow White" - altho it was Marguerite Clark, if I remember correctly; but at the same time,

the thing was repeated two or three times because there weren't sufficient programs suitable to be shown in a theater that was screened particularly for youngsters. Would you feel that there is --- contrasted with that experience --- there is today more available entertainment that is worthwhile?

MRS. COCHRUN: Oh, definitely, we can prove it - I have fifteen years of statistics to show the growth.

MR. GEDDES: Then the other thing, and partly answering the question that Assemblyman Bradley asked as to the storage of films; suppose we did the same thing in motion picture, which is done. There have been, I forget how many, film versions of Jack London's "Sea Wolf" - which is approaching literature - it is a story that is known by a great many people, but probably the finest filming of it is one that I have only seen two times and that was when Hobart Bosworth played the principal role. There have been other filmings of it, but that was the one that struck me, and perhaps a great many others, as nearer to Jack London's book. Now, if we had a depository where such films are put away, that would be analogous to the suggestion that you have made that there be a place where successful telecasts would be preserved for future use.

MRS. COCHRUN: Exactly, and because they will come from so many sources there will be such a diversification that the problem of one all-power in it I don't think can exist in the democratic set-up that has been established. By the way, the motion picture industry is already setting up a similar depository for their great films. I think, if I may add this, that we have not yet come to realize that this medium of communications is a

great art and that educational television will eventually bring that about and already people that see their own areas of this medium are starting these, oh, let's say, places upon which we can fall back for fine material. Eric Johnston, I think, has already some committees selecting the finest films from all producers.

MR. GEDDES: You feel, then, that the motion picture industry, in spite of the fact there is grave doubt as to rights to set up a censorship board, that probably just because public opinion has been expressive, will continue to have an up-grading of films rather than revert to the urge that some people might feel is there to go ahead and give us the kind of films that have been condemned?

MRS. COCHRUN: That's right. I think that it always looks worse to us at the present, but really if you could see some of the things they used to have, you would be much less worried about the growth of taste. It is hard to measure it, but it is definitely there. I could keep you here all afternoon proving it.

MR. GEDDES: I think I know what you mean - if you never tasted cake, you are not going to miss it in your diet.

MRS. COCHRUN. And if all of you gentlemen had tasted good educational radio, you would not doubt educational television.

CHAIRMAN COLLIER: Mrs. Cochrun, will you repeat again - who do you represent? What organization are you associated with?

MRS. COCHRUN: I am not representing anyone. I am a radio-television critic and consultant. The criticism, I do for a number of commercial programs. The consultation is mainly with listener-viewer groups, of which there used to be one in the United States and that was in San Francisco, they now exist all

over the United States with two national organizations competing.

CHAIRMAN COLLIER: Your criticisms are published in the newspapers, are they?

MRS. COCHRUN: No, they are purely for the benefit of those who want them - sometimes its an advertising agent, sometimes its an actor.

MR. COOLIDGE: Today, Mr. Chairman, Mrs. Cochrun represents the Citizens Advisory Committee, of which she is a member.

MRS. COCHRUN: I was afraid to say that.

CHAIRMAN COLLIER: Thank you, Mr. Coolidge. Any further questions? Thank you very much, Mrs. Cochrun. Your next witness, Mr. Coolidge.

MR. COOLIDGE: The next speaker is Dr. Nolan D. Pulliam, the City Superintendent of Schools from Stockton. He is President of the Delta-Sierra Educational Television Corporation, Channel 42. Dr. Pulliam is one of the busiest men in California, but he is interested enough in this program to drop his work in Stockton and come over today to tell us what they are doing in the Central Valley and Stockton in educational television. Dr. Pulliam.

DR. PULLIAM: Mr. Chairman, and members of the Interim Committee. I have a prepared statement and in the interest of saving your time, I believe that I shall attempt to extract from it the points which I think might be somewhat different from the points which have already been established by those who have appeared earlier. May I say in order to identify the particular point of view that I would represent, that I do not pose in the guise of an expert in educational television, but rather my position as President of a non-profit corporation is that of a lay person

who was elected to that position by other lay people who are carrying on exploratory work in this 4-county area to which Channel 42 was assigned by the Federal Communications Commission and which is designed to serve the 4-county area of San Joaquin, Stanislaus, Tuolumne and Calaveras counties. Some 550,000 persons reside in that area and according to the latest report that I have received, something over 30,000 television sets are presently being used in that area. Starting in the Fall of 1952, a series of meetings were held to which representatives of different cultural, educational, and civic groups were invited. A determination was reached unanimously by those who attended the meetings which were held for the purpose of exploring the possibilities of educational television, to the effect that we should move forward to do what was necessary to avail ourselves of the opportunity to utilize Channel 42, and with some belief at that time that it might be necessary to move rapidly, otherwise the privilege which was extended might be withdrawn. So it was that at the instigation of those representatives, and they were broadly representative of the groups that I mentioned, the non-profit corporation was established; and since that time, it did take steps to file its application, although it was incomplete with reference to adequate financial provisions and with reference to complete engineering knowledge. I might say that we have functioned in this organization to carry out two steps which we believe to be rather important to the ultimate functioning of educational television service in the area. One is to provide the information which we have found that people are anxious to receive - about what potentialities educational television holds, and how it might be

made available to the different communities in this area. We have functioned thus far on the basis of individual membership fees, and I believe it is the opinion of most of those who have discussed the problem that the future availability of television to serve this area, I mean educational television to serve this area, will depend primarily upon some legislation which will make possible the participation in whatever way the Legislature may deem to be appropriate on the part of the governmental agencies, namely, the public schools. It is our expectation in our area that we shall be responsible for raising, through private sources, the funds necessary to provide the capital investment, but we feel that we are not prepared to do that until we have some indication of the possibility of the participation of the educational agencies in its operation. A further step that we have taken, which I think will be helpful to us whenever the facilities are available, is that we have explored the program potential in the several communities - the different agencies which feel that they would like to participate and have a program offering to make. In general, these areas are agriculture, of course we are in the heart of the Central Valley and we feel that the agricultural area is one which deserved a particular attention. The in-school use, of course, has been mentioned and that would be identified, although it might not head the list right at this time, it will depend on a good deal of exploratory work before we will know the extent to which we may use it. In the field of adult education, many people have pointed out its possible use there in providing to greater numbers, and perhaps at less cost, programs which would be desired and for the shut-ins and the avocational interests

of the aged people who are not able to attend public programs. I don't believe that I have any other contribution to make from our area which would be unique. Our work is going forward - we are continuing to find evidence of great interest in the several communities - the people in the mountain areas in Calaveras and Tuolumne counties, as well as in Stanislaus and San Joaquin where we have greater numbers now possessing television sets. We find there is a great deal of interest and that has encouraged us to go ahead during this interim period when it isn't entirely clear just how we shall be able to finance it, but at least we have performed in accordance with the wishes of our constituents in keeping the door open for the future development.

CHAIRMAN COLLIER: Dr. Pulliam, as long as the Channels are made available by the Federal Communications Commission and you are certain that you will have your Channel if and when you have funds to finance, don't you think that in the experiments that are being carried on in Los Angeles and in the Bay Area here at the present time, there will be many bugs to be ironed out? I understand that soon television, as far as films are concerned, will be on wire, rather than regular films as we have today; we are having color coming up today, so if we had taken action at the last session of the Legislature, perhaps we would have had millions of dollars involved in educational equipment that would be obsolete tomorrow. So long as these experiments are going on to date, are you really sincere in saying that the State should come in at the present time to assist you people down there financially as long as it is in the experimental stage, and we have experiments going on today in

Southern California and as it is indicated here today by the local participants in the Bay Area?

DR. PULLIAM: Mr. Chairman, my suggestion with reference to State help would be not direct grant, but rather to further extend the audio-visual legislation so that it might be possible, at the discretion of local Boards, that some funds be used - additional money was not my intent.

CHAIRMAN COLLIER: Assemblyman Lyon.

MR. LYON: Dr. Pulliam, I want to get a little clearer the picture of the present status of this Channel 42 to which you refer. That is a Channel which has been set aside and for which your non-profit organization has made an application, but as yet there is no actual television studio or tower in operation?

DR. PULLIAM: That is correct, Mr. Lyon. There is no programming as yet.

MR. LYON: You still haven't raised the necessary funds through volunteer memberships and so on to get beyond the preliminary application stage, is that it?

DR. PULLIAM: That is correct. We have made no attempt, as a matter of fact, to go beyond our present point except to further explore the interests of the people in the area in having a facility available; in exploring the possibilities of developing adequate financing, and of course in watching very carefully the experimentation which is going on program-wise and in financing on the part of these other areas where there is a Channel being established.

MR. LYON: You heard Mr. Day's testimony just before lunch then, which apparently would set something of a pattern, which perhaps cannot be duplicated in San Joaquin because metropolitan

areas are quite different. Have you followed through the possibility of getting grants from the same organizations, such as the Ford Foundation and others?

DR. PULLIAM: Yes, sir, and I believe the common pattern has been that they select metropolitan areas - they have up to this point, and I believe that such grants have not been made available to smaller localities, those in the range of 100,000.

MR. LYON: Do you feel, then, if liberalizing legislation were passed so that local school districts could participate, that you would then through their audio-visual programs be able to get enough money to go ahead and establish the physical facility and carry on the operation cost of Channel 42?

DR. PULLIAM: That would be our hope.

MR. LYON: That is your thinking then as to how it would be implemented?

DR. PULLIAM: Yes.

MR. GEDDES: I think that we can't escape the implication that when we have been talking about educational television today we really are talking about two different things, and I go back to the phrase you used "in-school programs". Of course, I have referred to those previously. Educational television that is broadcast from out of the school, or is educational as everything that we do is educational, is one thing, and those of course are the programs that would be of interest to agriculture, to housewives and different ones; and you probably visualize those as to what they could be and how much of an audience you would have. Now, as to the in-school television education, which

relates it directly to the public school system of California, we perhaps are more interested on this Committee. Have you visualized at all or made any preliminary analysis of what in-school educational television would be?

DR. PULLIAM: No, sir, I will have to say, Assemblyman Geddes, that we have not explored that very intensively.

MR. GEDDES: But it is one of the facets?

DR. PULLIAM: Yes sir, but we are thinking of it primarily as a community television facility.

MR. COOLIDGE: I think, Mr. Geddes, that is one of the functions of the Educational Television Research Association, of which we had a speaker earlier this morning.

MR. GEDDES: But you do agree with me, Mr. Coolidge, that it seems that there are these two different angles, and that we as a Committee must explore what is educational television generally, and what is educational television specifically.

MR. COOLIDGE: In school and out of school are a very clear distinction; they are quite different. One problem with in-school, as Mr. Day puts it, is to get 90 superintendents within the range of his station to agree on any one program at the same hour and moment.

MR. BRADLEY: Dr. Pulliam, you as well as several of the others have referred to the fact that all you want is legislation which would permit the local school boards to utilize a part of their funds in this work. Now, what is this leading up to? Is this just leading up to the fact that you are all going to ask for an increase in the \$180 ADA next year or the year after, or do you figure you have enough in the current appropriation?

DR. PULLIAM: I can only speak for those with whom I have had direct contact, and I know their thinking has been that it would be a substitution of one medium for another in this case rather than requesting additional funds for this purpose.

MR. BRADLEY: In other words, you are not thinking of just leading up to a request for extra money?

DR. PULLIAM: No, sir.

MR. BRADLEY: Thank you very much.

CHAIRMAN COLLIER: Any other questions? Thank you very much, Dr. Pulliam. Who else do you have Mr. Coolidge?

MR. COOLIDGE: I have three more speakers. I don't think they will take a great deal of time; and a very short letter from Mills College, which I would like the authority to read for the record. I will now read it.

Mills College:

January 22, 1954

The Honorable John L. E. Collier
Chairman
Committee on Education
State of California Assembly

Delivered by courtesy of Mr. Coit Coolidge

Dear Sir:

Mills College believes that the establishment and operation of an educational television station in the Bay Area would be in the public interest.

We firmly believe that non-commercial educational television can provide this area with the means and methods of broadening basic education, and continuing adult education.

We have supported the Bay Area Educational Television Association since its inception, and we continue to do so.

Sincerely,

Paul Naton
Vice President and
Secretary

MR. COOLIDGE: Mr. Chairman, I would like to call Mr. Irving Lieberman. Mr. Lieberman represents 2400 California librarians - he is the chairman of their audio-visual committee and is currently engaged in a research project in relation to connection of audio-visual materials to other library materials. Mr. Lieberman.

MR. LIEBERMAN: Mr. Chairman, and members of the committee. (Statement prepared by: Irving Lieberman, Research Associate In Charge, Audio-Visual Project, January 25, 1954, School of Librarianship, University of California, Berkeley 4, California). My name is Irving Lieberman. I am the Research Associate in charge of the Carnegie

supported Audio-Visual Project at the School of Librarianship on the campus of the University of California. The reason for the project is that libraries today are concerned with all the media of communication, including print. In accordance with this need, two years ago a special project was set up in the School of Librarianship supported by the Carnegie Corporation of New York to determine just what should be included in the education of the librarian in the area of audio-visual materials. My research in this connection has pointed up the necessity for knowing more about the use of both radio and television. And with the advent of non-commercial television, the importance of library use of this medium has increased greatly.

Let me say immediately that this use is not just for publicity or to produce additional information about existing programs within the library, but instead to provide programs of lasting educational value of themselves. This is merely an extension of the resources of the library - a tax supported institution - by providing these additional programs reaching a much larger audience of children, young people and adults. In short, educational television is not proposing to perform functions that have not been accepted as part of our democratic society. The teaching of children, the conduct of adult education courses and the dissemination of the knowledge of our libraries, museums and art galleries have long been matters in which local or state governments have participated directly. Nobody has ever suggested that such participation was either unnecessary or wasteful. Educational television can assure a state or a city of getting more for its money than ever before. Instead of making these cultural resources available only to hundreds at one time, thru TV they can be offered to thousands.

Let me be specific. In one of the large libraries of the country there is a significant collection of costume prints in beautiful color. These prints are used by a few hundred adults annually who come to the library to make copies as designers, for art purposes, or for a study of costumes. The collection is for reference use in the library only. Wouldn't it be a cultural advantage to have an animated narrator bring these prints into the homes of many housewives who have no opportunity to leave their homes during the day or in the evening because of their family responsibilities, to home-bound art students, as well as to many of our public school classes, and thereby stimulate the creative abilities of our people?

True, this would not be addressed to an audience of millions, and as such it illustrates the significant point about non-commercial television -- it is needed to provide sufficient viewing time for minority groups. In this case minority does not mean a political or religious or racial minority, but rather an audience with a limited interest, which ordinarily goes begging. If there is sufficient interest or a majority group built up for the particular program, naturally it would go onto a commercial channel after it had been tried out in the non-commercial area. Culture in a democracy is a two-way street, if it is bad for the majority not to recognize minority tastes, it is just as bad for the minority not to recognize majority preferences. This is a further indication that non-commercial television for educational purposes is complementary and not competitive with commercial television.

In many parts of the State, with leadership by the California Library Association Audio-Visual Committee, librarians are beginning to prepare programs to be used on commercial and non-commercial

television. Some are children's story hour programs. The books chosen are commercially produced and beautifully illustrated and the librarians spend some time showing the illustrations as well as telling the story and talking about the book's author. Other programs are book talks aimed at teen-agers. The discussants are selected from local library programs, and the books covered are of interest to young people of high school age. In Seattle the Public Library is beginning a program based on the discussion of reading that is done. A new book, one which adapts itself well to discussion, is featured in each show, which takes place twice a month. The library organizes viewer groups in its branch libraries, people who read the books, watch the program and then discuss the books themselves.

Another significant area of responsibility is that of local history. These materials are available in most public libraries and many university libraries on the local community, the region or the state. A greater understanding of our own heritage can be most helpful in the solution of the problems that face us today. In fact, the mission of all communications media is to present concepts of human rights and liberties which must be treasured and preserved by all Americans. The most important kind of education, by the medium of television, is that which makes the average viewer more aware of his world, and shows him the way to becoming a better citizen. Libraries can aid in this mission by programs they are now developing.

One point I would like to make about local history material is that in many cases illustrated materials, maps, and newspaper articles about our California history are priceless, and exist in single copies which can't even be handled; and yet if we could bring them to the

attention of our school groups, our adult groups, it would broaden the concept of California history, for example, and by putting the television camera on the little piece of material, you focus the thing completely. If you were sitting in a room and you had it in front of you, Mr. Chairman, I couldn't see it, but we can all see it on a television screen, and therefore, we make available this kind of material which now sits locked up in cases in our libraries, in local public libraries and in university libraries.

CHAIRMAN COLLIER: Mr. Lieberman, why couldn't a lot of that stuff be available at the present time with slides in our audio-visual classrooms? It's immovable, so why not have it just a still picture -- why make it a moving picture?

MR. LIEBERMAN: I wasn't thinking of making it a moving picture; I was thinking that many of these things need to be presented in a variety of ways, and not only in the classroom. I think in a great many cases, the audio-visual departments of schools have put these things on slides and have made them available in their civics and social studies classes.

CHAIRMAN COLLIER: To what extent has your organization cooperated with the schools in making those available to them at the present time?

MR. LIEBERMAN: I don't have an organization, actually; I am working on a specific project in the library school program, and my project is not to develop materials, but to see what should be taught new librarians coming up from library schools. But from my public library background, I know of the wealth of materials that exist in all libraries across the country, particularly in the local history area. I think many of you may have heard about or seen the Bancroft library

at University California television show of a year or two ago. It was that kind of thing I was talking about. One of the points that must be made over and over again - we thank God for people like Mr. Lasky and KPIX and KRON in the Bay Area that give us television time on their commercial channels and we make good use of it when we get that time. But the thing that horrifies me time and time again is that will I have the time next week? That if I have it this week, will I have it next week or the week after? Suppose someone walks in and wants to buy that particular time, I am shut out; I don't have an opportunity for doing it and I have no guaranty that I can even complete the series. Also, I would like to mention in passing the thing that Assemblyman Bradley mentioned about the Center and the kinescopes that might be available to other areas. I happen to know of a particular program here in the San Francisco Bay Area, the "Story Teller". It's a childrens' program sponsored by the San Francisco Public Library and the Jr. League of San Francisco. It had a very successful series, twelve showings, last Fall. It is going to be on the air again on KPIX some time in a month or two. One of the questions that has been raised about it - and we heard about this before - is its lost right after the performance when it goes off the air. That is, we will never see it again, we will never be able to repeat it and it has cost good money to put the program on. Well one of these people who are producing the film, the Jr. League, submitted a sample kinescope of this program to this program center, which is in action at the University of Michigan, it is called the Education Radio and TV Center and their purpose in life will be to transfer this kind of kinescope material, and they are asking for a grant to pay for this kinescoping

only. That is, the program is a local program - it has local sponsorship, the Jr. League of San Francisco and the San Francisco Public Library. There will be no ties of any kind about the money; the program will go exactly as they planned it originally. Childrens' Libraries from the San Francisco Public Library and from the San Francisco Schools are helping to determine which books are selected. They are all commercially produced books. The best books that we have in the childrens' rooms of our public libraries are the ones dramatized, and the stories are told from them, and then they will kinescope the program so that other areas of the country won't have to go through the same half hour live show introduction and expense, and they will be made available through the production center.

CHAIRMAN COLLIER: Well, can these kinescopes be used in the classroom without being used on television?

MR. LIEBERMAN: That is correct, they are 16mm films.

CHAIRMAN COLLIER: I take it for granted that your interest with the libraries then is primarily out of classroom education?

MR. LIEBERMAN: Exactly.

CHAIRMAN COLLIER: Any questions from members of the committee? Assemblyman Bradley?

ASSEMBLYMAN BRADLEY: I was puzzled by one of your statements that "through the library system" you mentioned the public could get more for its money. I don't quite see how you're going to get more for your money. Is that the idea? Don't you mean that you will get more for more money? In other words, less money per head?

MR. LIEBERMAN: Yes, per head.

ASSEMBLYMAN BRADLEY: But you don't mean you are actually giving more for the money?

MR. LIEBERMAN: Well, I think this, that a service such as the public library can only be as effective as it reaches more of the people. The percentage of people that are reached by the public library, for example, in the adult area, is somewhere between 10 and 25 per cent. Now, if we could reach at least 50% of the adult group by extending ourselves, by not expecting people to come into the doors of the public library, but see these materials in their own living rooms, we have extended ourselves.

ASSEMBLYMAN BRADLEY: Well what you are driving at then is that it is less per head.

MR. LIEBERMAN: Yes.

ASSEMBLYMAN BRADLEY: Now, you spoke of one more thing. You spoke about not being sure of having the time for the next program next week and all that, and this is merely a clarification to get your ideas, who would you expect to pay for the time that you are speaking, if you could get it? Guarantee the time, who expects to pay for this time?

MR. LIEBERMAN: Well, I have to pay for it myself, there is no one else to pay for it.

ASSEMBLYMAN BRADLEY: Well that is what I wanted to get an idea on.

MR. LIEBERMAN: Well this is a -

ASSEMBLYMAN BRADLEY: I wanted to know if you were leading up to someone to pay for it.

MR. LIEBERMAN: No, there is no one to pay for it.

ASSEMBLYMAN BRADLEY: It is just a nebulous idea at the present time?

MR. LIEBERMAN: Well, it's public service time that the station, as Mr. Lasky has explained early this morning, give in varying degrees in various parts of the country.

ASSEMBLYMAN BRADLEY: The only way you could be sure of this time is to have somebody pay for it? Because they can take it away from you at any time, this public service?

MR. LIEBERMAN: Either we pay for it on the commercial level or otherwise it will be done by educational television, the non-commercial.

ASSEMBLYMAN BRADLEY: I am trying to find out who you might think would pay for the educational television. Thank you very much.

CHAIRMAN COLLIER: Assemblyman Geddes?

ASSEMBLYMAN GEDDES: I am very much interested in the libraries' place in education. It is, shall we say, the place where we keep our educational tools. In other words, in the library shelves and the drawers and one thing and another we have accumulated, as far as books go, the thought of the ages as far as we get it, depending on the size of the library and anyone who wants to may go there, ask for the book, make their own selection, depending on the size of the library, read it there or take it home so that the choice of the individual is exercised. Now the library program is to show to the citizens of the community that there are a great many things of interest there so that they come and make increasing use of the library, then you could have the same library with the same thousands of volumes, but if you have issuance of 250 books a week, just for illustration,

the library is performing a certain service. But if the library puts on a program which is in part salesmanship and in part educational in itself because it leads to an end, and you double the circulation of the books in the library you haven't spent another cent for books, probably the same employees will take care of the recording, but you have cut your cost per head at the expenditure of a little bit of money.

MR. LIEBERMAN: There is no doubt, Assemblyman Geddes, that you can promote the greater use of library materials and once the books are there, once they have been purchased, they can get much greater use, I'm convinced of that.

ASSEMBLYMAN GEDDES: But, now I'm coming to the other point, I make it more as a statement as I see it at this time. The library program is put on, while it may be educational, and granting it is, it is a program that is selected from a source and put out rather than being one of many that the individual can tune in on. Unless there are different educational programs running on the air at the same time, there is no selection on the part of the viewer except the will to see and tune in his set on that program. In other words, it has to be selected by someone who is competent and interested and who is making a good program for us? And made available?

MR. LIEBERMAN: Yes.

ASSEMBLYMAN COLLIER: Thank you Mr. Lieberman, who is your next witness?

MR. COOLIDGE: I have two more, the next speaker is Mr. Loren Miller, he is a member of the San Mateo County Educational Television Association.

CHAIRMAN COLLIER: Mr. Miller.

MR. MILLER: Mr. Chairman and members of the Committee, the following report is respectfully submitted to the Interim Committee on Education to indicate the widespread belief in the value of educational television on the part of the people of San Mateo County. Following the Governor's conference on non-commercial education on television in California in December 1952, the interested citizens of San Mateo County organized to support educational television in the Bay Area. The first meeting was called on February 4th, 1953, by Mr. James R. Tormey, Superintendent of Schools and all interested citizens were invited to attend. At this meeting a recommendation was made that an educational television association representing organizations within San Mateo County be established. On March 23, 1953, the San Mateo County Education and Television Association was formed. Articles II and III of the By-Laws state that the purpose of this organization is to further the establishment and operation of non-commercial educational television in this County as a unit of the Bay Area, with membership open to any person, firm, corporation, organization or association interested in the study and development and the use of television for non-commercial educational purposes. The Executive Council chosen at this meeting consists of the following persons:

Miss Ada Beveridge, San Mateo Junior College; Chairman.
Mr. Frank E. Olson, Business Manager, Building and Construction Trades Council, San Mateo County; is the Vice Chairman.
Miss Hazel Bartram, San Mateo County Teachers' Association; Secretary.
Mrs. Florence Cadigan, California Congress of Parents & Teachers, 17th District.
Miss Caroline Fisher, American Association of University Women.
Mr. Loren F. Miller, Consultant, Instructional Materials, Office of County Superintendent of Schools.
Mr. W. J. Varley, Electrical Contractors Association of San Francisco and San Mateo Counties.

Mrs. Myrta F. Beattie, League of Women Voters.
Mr. Robert Foster, Radio and Television Editor, San Mateo Times.
Mrs. Margaret E. Lewis, County Trustees Association.
Mrs. John Loretz, Catholic Parochial Schools.

The work of this Executive Council has been:

1. To establish a code of by-laws approved by the general membership on September 23, 1953;
2. To bring speakers from BEATA and KQED to Executive Council meetings and general meetings;
3. To establish a speakers' bureau at the September meeting to meet requests for speakers from organizations in the county including:
 - American Association of University Women, San Mateo, Burlingame, Hillsborough
 - Burlingame-San Mateo Rotary Club
 - California Congress of Parents and Teachers, 17th District
 - 35 local PTA groups.
 - South San Francisco Women's Club
 - San Mateo District Girl Scout Council
 - San Carlos Park and Recreation Commission
 - San Mateo County Recreation Commission
 - San Mateo City Recreation Commission
 - Visiting Nurses Association of San Mateo County
 - San Francisco Junior League, Palo Alto Unit
 - Parents Association for Mentally Retarded Children
 - B'nai Brith of San Mateo
 - Group Work and Recreation Division of the Community Council of San Mateo County
 - Mothers' Club of the Immaculate Heart Church
 - Business and Professional Women of Menlo Park
 - Business and Professional Women of Burlingame
 - San Mateo County Dental Association
 - Burlingame Recreation Commission
 - San Mateo County Library Board
 - Clifford Avenue School Parents' Club
 - San Mateo County Council of the National Council of Catholic Women
 - St. Mathews Episcopal Church
4. To secure films showing the educational potentialities of non-commercial, educational television when requested by organizations.

Because of the interest and belief in the value of educational television, over 60 memberships in BEATA have been taken out by individuals and organizations from San Mateo County. This is signed by the governing board of this Association.

CHAIRMAN COLLIER: Any questions by members of the Committee? Thank you Mr. Miller.

MR. COOLIDGE: Mr. Chairman, I'd like to introduce our last speaker, Dr. Vaughn D. Seidel and while he is coming forward I would like to throw in one word on my own, if I may, as a member of the Citizens Advisory Committee.

CHAIRMAN COLLIER: You may, Mr. Coolidge.

MR. COOLIDGE: On the subject of money, we are interested in doing this as economically as possible and I would like to point out to Assemblyman Bradley and the Committee that it does not cost much to produce a top-flight program for constructive leisure time activities, but we need revision of the basic law to allow the 25 or 30 separate administrations within the range of one of these stations to share the cost. If you can take this small cost and divide it into 25 parts, it is pretty small. Provided their local boards and directors want to share it, and much of our law goes back before TV some way so that institutions who want to do so, that is, if 10 libraries want to pool their resources and do one program, they could do so.

CHAIRMAN COLLIER: Thank you.

MR. COOLIDGE: I'd like to introduce Dr. Seidel, he is, in his spare time, the Superintendent of Schools for Alameda County and

President of the Bay Area Educational Television Association. I hope the Committee will recognize that I am speaking humorously here, he has done a great deal of our work on his own time at great personal effort. Dr. Seidel -

DR. SEIDEL: Mr. Chairman, members of the Committee, I am glad Mr. Coolidge made those observations because it is very important those points get in on the records. As he has mentioned I am Vaughn Seidel, Superintendent of Schools of Alameda County, President of BAETA and also a member of the Governor's Commission on Educational Television. Now I am going to attempt to summarize this very briefly and then bring out the state-wide implications of this very briefly and then try to answer any questions that you may have. In the first place, we have covered pretty well what educational television is, or what television is. We've found out that it is a medium of communication. Mass medium of communication is one of the most powerful ever devised by man because it brings in the factors of sight and action as well as sound, which are tremendous learning powers. And we found it is a tremendous teaching aid, that it can teach many more things in many more ways than we have ever been able to do before. As Assemblyman Geddes pointed out, there is a two way stretch, as well as bringing into the classroom or to the home, it also emanates out so that anyone on the outside can see what is going on in the classroom or in some particular place that you are trying to televise, like an industry or something like that. We've also found out that it has overcome time, space and distance, factors which we have never

had before, as tools in the teaching profession. Some of you may have seen Arthur Godfrey's program, here a week ago, where he couldn't get up to New York so he just carried on the program by staying down in Florida and introducing the people on a split screen basis, who were up in New York. You don't have to move around to do the things you want to do anymore, if you have this television facility, so it is a tremendously powerful teaching aid as well as a mass medium of communication. Now we have also established the fact that we are going to have television, there isn't a power on this earth that will ever do away with television. It is just a question of who is going to do the broadcasting, are you going to give it all to commerce, or a part of it to education, or are you going to give it all to education. We've determined so far that commercial televising is very sound, it has a very definite place in our community and in our democratic lives, but it doesn't answer all of the questions. There is a need for part of this prospective to be set aside for education and that has been done, so we are pleading that you back up this education phase and make it possible for us to participate. Now we have also brought out how badly it is needed, some of the limitations in our educational program, in the community activities, libraries and museums, and in thinking in terms of selling industry and our way of life to the upgrowing generation. Then we try to establish too, in addition, the fact that there is a tremendous amount of interest, a broad scope of interest in this community, that television isn't just straight educational television for elementary and high schools, it is a community activity. It covers every phase of community life as well

as schools. It is going to do a tremendous amount for this leisure time and the retired people who cannot get out and get to the places to learn new hobbies and learn how to retire effectively. It is going to do tremendous things for the farmer. We tried to bring out, that there isn't any group that cannot benefit from the things that can be put on. Now we have also tried to bring out the fact that it is a money saver. Lots of people forget that while education itself is abstract, it is pretty hard to measure when a person gets an idea or when he does not get it, but there is nothing abstract about conducting an educational program. We are spending, that is, the taxpayers in this area are spending a hundred million dollars a year. Now you can't tell me as businessmen that with a means of communication, that with all the things that television offers we can't affect savings that are substantial. I've made a study on several of those phases in the field of administering the public education and I am satisfied that I can save a tremendous amount, just as one Superintendent of Schools. For instance, my supervisors, the ones I send out to the different classrooms to help the teachers, there are a lot of things that they can do, that they need to do, that are absolutely the same for every teacher. I am not saying this is going to replace the supervisor but it is going to make it possible for these supervisors to do a much better and greater job! Take my music supervisor, one of the jobs is to teach the use of the pitch pipe. That sounds simple but by the time my supervisor gets around to all the new teachers that are not music majors but have to teach music, it takes a tremendous amount of human

energy, and I am paying for that, and you taxpayers are paying for that by the hour. I can teach every teacher in these nine counties in fifteen minutes, all they need to know about that one thing. Now you can just keep multiplying those things and it is obvious that means of mass communication can make dividends with that much traffic. You say, are you going to cut down the tax rate? That's a question of how much education you think we ought to dish out. If you want more education, I think we can give you more education for the same amount of money, if we have complete control of a television facility.

Now getting down to what aspects - or what has this got to do with your committee and with you as legislators? I think it is pretty well agreed among the educators, and among the American public, that you don't want control. We have guarded education very jealously. We don't want, and we keep that on a local basis, anybody in Sacramento to tell us what to teach and when to teach. We don't want anybody in Washington, D. C. to tell us these things - we want these things to be developed on a local basis. That is where we make progress. There are plenty of examples in the world where they have centralized education so we don't want any control, and of course, as soon as you start taking money you sacrifice control automatically. As a matter of fact, we don't need, by and large, any help financially in this matter. I'll get into that just a little later.

Now we do have one problem which has come up; while we don't want State control, this medium is greater than any one school district or any one community. Therefore, we are going to have to have a new concept for getting together on a local basis and working out

a joint venture and a joint operation of a new tool. That does not mean that we are sacrificing local control, it simply means we get together and work out deals on a, say, a broadcasting basis. There is where we are going to have to have your help; we need legislation to make it legal for two school districts to get together and jointly operate, build, maybe, and operate a station, if public money is needed. As you already heard, both the stations in Los Angeles and here are being operated without any public moneys at all except the time that a few of us public servants put in, which you can count as public moneys, of course; but I think most of us put in enough time over and above the 24 hours a day to more than give you your money's worth on an educational basis; and we think we are doing a great service when this thing comes into full focus, so we need citizen legislation for enabling the County Superintendent of Schools to help operate these stations; or not necessarily help with the stations, but to operate the activities that create programs or develop programs that can be educational. Now if we do need any money from the Legislature, I see no objection to the Legislature making available funds on a temporary loan basis to help out a district or a group of districts or a community to get television established and then eventually turn it back and repay the money. The expensive part of television isn't in the broadcasting; the expensive part, all these high expenses you hear about, is the program and the entertainment features. It doesn't cost very much to operate a transmitter in an operating studio, as a matter of fact, it is pretty comparable within a few thousand dollars of operating an elementary school of 20 rooms

or about 700 elementary children. It costs just about as much to set up the capital outlay as it does to build an elementary school for 700 children, it costs just about as much to operate the station as it does to operate an elementary school housing 700 children. Now when I say that, I am comparing them, the expense, capital outlay and operation to conduct a school for 700 children as against the same amount of money for operating Channel 9, KQED, that would serve three and a half million people, four hundred thousand students - pupils and students. So if the Legislature wanted to, the big problem is to raise enough money to get started, to get the thing going and after that I am satisfied it will carry itself. There are numerous ways that television can pay for itself. In the meantime the tough part is to dig up the capital outlay to get these commitments because you have to have pretty large amounts and they have to come practically all at once, because there you are really competing with other purchasers of equipment in that type of thing. But I think that could be done if you wanted to help to that extent, and that would help the thinly populated areas. San Francisco and Los Angeles don't need that type of help. Fresno doesn't, nor San Jose, the larger centers, but maybe up in the north around say Chico and a few of those places the end cost would be higher because there wouldn't be the numbers to divide the costs; so I've made a lot of notes as we go along but I think I've covered the essentials costs of the matters I wanted to get over to the committee this afternoon.

CHAIRMAN COLLIER: Mr. Seidel you mentioned about your supervisors and that you could do your job in 15 minutes where it takes hours otherwise. Do you anticipate saying that you will have fewer supervisors than if you had the medium of television in order to carry on your supervisonal work?

DR. SEIDEL: Everything being equal, Mr. Collier, that would be true. But that isn't my problem; the problem is that I'm facing twice as much population in children for my supervisors to do five years from now than they are doing right today. My supervisors are working twice as hard today or trying to do twice the job today that they were called upon to do five years ago. That's the way my population in schools is growing. So I'm interested in tomorrow, where are we going to get all the - this won't do away with teachers but it will enable each teacher to teach more; and who is going to get ready to pay for all these children who are coming in. I don't care how many high schools you have in any area in California, five years from now you are going to have to have twice as many.

CHAIRMAN COLLIER: In other words, your supervisors are going to have to increase in the same proportion in the near future with television as it has in the past.

DR. SEIDEL: I think with television, and full control of it, that we won't need as many persons or as much expense per pupil in the future as we would if you didn't have it.

CHAIRMAN COLLIER: In other words then you won't need as many supervisors to do the supervisory work? Let me carry that one step forward, then do you think that it will mean a savings in the number of teachers that you will need?

DR. SEIDEL: No, you are always going to have to have a certain number of teachers for a certain number of children, however, the thing where you make your money, you think in terms of results, is that right now we can't use our best teachers any more than we can use our poor teachers because they are all limited to 30 children. Maybe with what that good teacher can talk about and the number of other teachers that the good teachers talk to after school and with television with full control of its continuity and all of the factors that go with ownership, and full control of a station, we can take our very best teachers and have the effects of her teaching go all over the system to help the other teachers. Remember this is not an automatic teacher but it does increase the effectiveness of every teacher.

CHAIRMAN COLLIER: What would you say would be the proportioning of your classroom time for the television and what portion -----

DR. SEIDEL: That's where your editor comes in, we don't know, we need a tremendous amount of research on this, this is

brand new. This is something that has hit educators practically over night. Ten years ago there was no such thing as television around here. As far as commercial television, we need to learn a lot of things about how to use this television medium and that is what ETRA is pledged to do, to find out how the teachers regulate their programs so that the proper program can come in to be taken advantage of by all at one time. What should they do before a program comes in, what should they do afterwards? Now the middle west and east is much further along in that type of activity than we are. They've had radio, classroom radios, for 25 years in the middle west, Wisconsin, Michigan, and those places; and those teachers are used to waiting for a certain program and then taking advantage of it.

CHAIRMAN COLLIER: Don't you have radios in your Bay Area Schools here?

DR. SEIDEL: Not generally speaking. We've missed that thing altogether. The time we went to the Legislature on that we had an opportunity on that but the Legislature turned us down and I don't think it will make much difference anyway, because we couldn't buy receivers in those days. It was FM and you just couldn't buy FM receivers then.

ASSEMBLYMAN GEDDES: In part of the answer they may have radios in the classrooms in a great number of the schools but they are tuned in to what programs might be available, such as Thursday morning musical appreciation hour and things like that, and to tune in on some particular station, there are very few of those in existence, as was pointed out.

DR. SEIDEL: There are a few, Mr. Geddes, and we have taken advantage of a good many of them but using radio is entirely different than television too, there is a lot of things when you bring in sight in action, you can do a lot of things that you can't do with just a voice.

CHAIRMAN COLLIER: Assemblyman Lyon.

ASSEMBLYMAN LYON: Dr. Seidel, there is nothing in the present education code or the state law that has restricted the use of radio throughout the schools of California for education purposes is there?

DR. SEIDEL: No.

ASSEMBLYMAN LYON: Because I can recall radios provided for in the code.

DR. SEIDEL: Well, that is what I was thinking.

ASSEMBLYMAN LYON: In other words, what you were referring to is not the inability but perhaps the reluctance on the part of the many school districts to go into any program of radio education. There are national broadcasts such as the Standard School Hour and others that are available if the school district chooses to buy the radios and make them available to the classrooms or to the - say the - auditorium; or wherever a number of classes can come together and in many instances I know they have done that for 25 years in some of the school districts.

CHAIRMAN COLLIER: Assemblyman Geddes?

ASSEMBLYMAN GEDDES: Dr. Seidel, we have met each other at a great many hearings like this and don't you believe that part of the first and early resentment to the proposal for educational

television more or less stemmed on the wrong conception and that is what we were seeking to do was to fit a brand new tool, whether it is good or not, into the public school educational system and the sights were more or less narrowed to that - while we have demonstrated today with a different testimony it is much broader, and I don't need to repeat on that basis as you have had as much experience or longer than I have had on the Education Committee, so wouldn't you agree that part of this position that we find ourselves in is exactly where we were when Assemblyman Phil Davis of Los Angeles introduced a bill to establish a couple of radio stations to be owned and operated by the State and the great argument against it was that we didn't want to put the State in the communication business, and so the sum of that same anxiety, resentment and fear hangs over into this hearing. As far as I am concerned, if you agree, it has served to dispel that fear by the testimony of the witnesses that have been before us.

DR. SEIDEL: I hope that is true because you are absolutely right. They tell me that when they were trying to get two-way radios in police and fire cars, they ran up against the same objections, because the legislators or the general public were thinking in terms of entertainment, they wanted to know why in the world they wanted to have a policeman sitting at night time listening to a Jack Benny program, for instance, when he ought to be tending to business, but these people were trying to get a communication between the chief and the cars.

ASSEMBLYMAN GEDDES: Another argument that was advanced before the Committee was - as I remember it - that these stations were going to be used for propaganda purposes and that, of course,

the people didn't want the Legislature to do, but it should go into the record that it is not intended here. The basis upon which the programs are to be built, if they are, is educational and there would be no propaganda in such a program.

DR. SEIDEL: That's an interesting fact, there are two points there in regard to the schools and propaganda. I was talking to several members of the Federal Communications Commission and they brought out the fact, during the hearing as a matter of fact, that the schools have operated public school radio programs for over 25 years and the FCC has yet to have on record a complaint of a school using that radio for any subversive purpose. A good many, the majority of the commercial stations, can't brag about that kind of activity. I think that - my point is the schools are more apt to find out what is subversive and what isn't and eliminate it. It is harder for a commercial company to eliminate it because in the first place they may not know in advance; secondly, there is always revenue involved, but with a school there is no revenue involved, and usually they know they have to review everything and get ready for it and therefore they are on their guard.

ASSEMBLYMAN GEDDES: So a commercial station may put a famous commentator on the air, who may have views different from yours and mine, and all that they have to do is to have the sponsor say that these represent the individual's views and not necessarily those of the sponsor and of the station, that is all that follows or precedes the broadcast.

DR. SEIDEL: Another point on that, Mr. Geddes, is that if the school people wanted to be Communists or subversive, they

wouldn't want television. I could be subversive and you folks wouldn't know it for years. I spent a good deal of money and time talking to businessmen and public spirited citizens and took them into my school rooms to show them what I am doing, but certainly if I did do it and any educator did do it, it wouldn't take them long to get at me. If this thing is kept on a local basis, everybody would know it the moment it happened, so the television alone is the safeguard against any subversive activity.

ASSEMBLYMAN GEDDES: Of course, when I mentioned propaganda I didn't necessarily mean it was of a subversive nature. I think you will find some people who will scream just as loudly if you propose to support a bond issue for some new school room, they just don't want the school self-serving and self-advertising. If the school board does it then that of course is different. We passed a law over a good deal of objection allowing the schools to prescribe a bond issue and that has aided materially, not in the election for the bonds, but in the purchase of the bonds, it happened the other day in the Whittier School.

CHAIRMAN COLLIER: Any other questions? Assemblyman Bradley.

ASSEMBLYMAN BRADLEY: Dr. Seidel, Mr. Coolidge states that you were the last witness and we should ask all the tough questions we figured out during the afternoon so we have a couple of them saved up for you. In the first place I do want to congratulate you on talking about bringing things to the local level, I think that is one of my hobbies - to keep the State out of your hair, if you can, and keep the Federal Government out of your hair.

They have done that in Iowa in a good way and they are still fighting for it. That is what I hope we can do, and in the next place I want to mention this financial question. I think this is largely a financial question. After all, we all want to give agriculture what it wants, we all want to better adult education and want to give the libraries what they want and so the question is, how will we do it? I think you answered that question yourself in speaking of schools and the tremendous expansion. You said, "Who is going to pay for it"? Now there you have exactly the question we have in back of our minds on most of this stuff. I don't think there is any doubt but what the Legislature will be willing to give you legislation to do these things if they didn't think there was going to be a big come-back inside of a year for a lot more money, which we don't have, and which we have got to try and find somewhere. So the point I come down to is just this question. Do you visualize, in looking ahead, the need of State support for this program?

DR. SEIDEL: No. But your point is well taken that you don't want us to keep coming and asking for more things, especially if we can get along without them. My point is when we come to you, when we ask you to give us legal permission to do these things, that is different than asking for support, because we can't move without you fellows telling us what we can do. From what you tell us, we can use the same funds. I can show you that before we are through we can take this Federal Aid program that we are now spending several dollars a unit on and make it many many more times effective. Now you have one film printed and now your problem, my problem, is to

get that to all the different school rooms. I can take one film and put it on television and let all the schools that are interested in that film see it all at once.

ASSEMBLYMAN BRADLEY: I think that answers my problem. If we open a new school every week, we still won't have enough; if we open 57 schools in 52 weeks we are still getting behind, but the same principal is that we don't want to give a lot of legislation, at least I wouldn't want to, which is just leading up to a big demand for further funds. Now you say you do not. I have another question, do you visualize the need of increased ADA, if the permission were given to you, in other words, the expansion is going to occur, you have so much ADA, now will you visualize having to ask for an increase?

DR. SEIDEL: No, not on a television basis, sir. We are going to be interested in amounts of additional money for ADA from other factors. As your dollar gets less and less valuable, we have to ask for more.

ASSEMBLYMAN BRADLEY: The Republicans will keep it from depreciating any more. One more question now, as Mr. Lyon was talking about radios in schools, as I understand it TV does not have the same standing that radio has. Does TV have the same standing in the schools that radio has?

DR. SEIDEL: In the licensing? From the FCC point of view?

ASSEMBLYMAN BRADLEY: Yes, and from the State's point of view.

DR. SEIDEL: I don't quite get you, your question.

ASSEMBLYMAN BRADLEY: Well, a radio is authorized for use in the school for a certain limited extent, isn't it?

DR. SEIDEL: Yes, well is it legally right for a school district to build a television or a radio broadcasting station?

ASSEMBLYMAN BRADLEY: Yes.

DR. SEIDEL: Well then there is a difference.

ASSEMBLYMAN BRADLEY: Yes there is a difference, that's what I wanted to bring out, I think there is a very decided one, I just didn't want to --

DR. SEIDEL: I know that Dr. Clish has the vocational set-up and he has both the broadcasting and radio set-up and the -

ASSEMBLYMAN BRADLEY: Now one more point and then I'm through.

DR. SEIDEL: No more tough questions -

ASSEMBLYMAN BRADLEY: You, as I recall, intimated that you thought it might be well for the State to assist in the erection or paying out of certain TV stations.

DR. SEIDEL: That's true.

ASSEMBLYMAN BRADLEY: On a reimbursable basis.

DR. SEIDEL: My only thought there was, the reason I had that thought is because at the last session of the Legislature that the State would set up a revolving fund as a loan to a district, or a group of districts, that wanted to build a station and then these districts would repay the State.

ASSEMBLYMAN BRADLEY: Of course, my experience in politics, with loans is that they are practically always ditched, the only thing that I know of that ever paid its way is Hoover Dam and that is paying its way.

MR. SEIDEL: Personally, between you and me, I don't think any district needs that help, when you reduce this to a unit basis, it means that in this community for instance, if every person put up 10¢ a year we would get all the money we needed. If we put this on a tax basis, it would cost less than a \$1.00 a year per home to operate the very finest type of broadcasting program.

ASSEMBLYMAN BRADLEY: Now you say if we put in on a tax basis, how would we put in on a tax basis?

DR. SEIDEL: If you had a set-up like you have in the Water District, where you wanted to cover by local taxes, I'm not advocating that, but I'm just saying if this thing is put on a broad basis, which it ought to be, and I think it will be, eventually because

they are going to want this type of thing, the unit cost that any one person has to put in is very small because as I say again, the expensive part of television is not in the broadcasting but in the maintaining of studios.

ASSEMBLYMAN BRADLEY: Well, I am very glad to get your opinion on those things.

DR. SEIDEL: I have the figures and costs on those things in case you want them.

ASSEMBLYMAN BRADLEY: I know what you are up against because we have to find some 26 million down in my home town for schools in the next few years.

DR. SEIDEL: Then I think it is the duty of every legislator, if you will pardon me for being so presumptuous, to see that every tool is used that suggests savings of any description and still does not dissipate the program. We will have to do the same as business years ago, the public demanded more roads and better roads, and the people building the roads had to discard all their old tools and meet that demand. The automobile people did the same thing. Today they are building more and better automobiles, but they are not doing it with the same tools they had 50 years ago; and here we are expecting education to go along with thousands, and hundreds of thousands more children, and different kinds of children, and still not change any aspect of their activities. That is what I think this will do for us.

CHAIRMAN COLLIER: Doctor, you know one thing about good government, if people want it, they can get it.

DR. SEIDEL: That's right, but they have got to want it. All I am asking for in this community is for people to spend as much money on television - educational television - as they do one day at a horse race.

CHAIRMAN COLLIER: Thank you very much. Assemblyman Geddes?

ASSEMBLYMAN GEDDES: Your mention of horse racing reminds me of something that I thought of previously. A number of horses run for a number of days in California and on each pari-mutuel ticket a certain amount accrues to the state. The state has adopted a policy that isn't any wilder than the policy that has been touched on here, and that is supporting education with an entertainment tinge, because we support from this money that comes in, the University of California Agricultural Station at Davis, Cal-Poly and the sixth district in Los Angeles, which is more or less a museum; and then we make certain statutory appropriations, the State Fair a hundred and twenty-five thousand, Los Angeles County Fair a hundred and twenty-five thousand, the Cow Palace a hundred thousand, the Great Western Livestock Show a hundred thousand, and the Orange Show a hundred thousand in San Bernardino. Then the rest of the money is lumped together into a pool and divided among the rest of the fairs, not on the basis of whether they show three days or five days a year, or even two weeks, but on the basis that they are one of the number that you divide by and it has amounted up to now to about sixty-five thousand dollars to each one of these cross-road county fairs and carnival stands. Now the

reason given for that law is that it encourages agriculture because the people get to come to the fairs and they see the prize pumpkin and the large turnip so they go home and raise larger pumpkins and larger turnips. At the same time they follow an old American custom and get to see each other and have a picnic and see another horse race that produces more revenue. If some money was needed from the state, say let's divert it from the Fair and Exposition Program, or part of it, to put it where it is needed and develop in the laboratory way the educational television. And the Legislature still wouldn't be straining itself to adopt a new policy, would they?

DR. SEIDEL: That's right. That is the positive way to look at it. The negative way is that I think there should be more understanding among the school children, and maybe their families, of what you folks do up at the Legislature. Now we try to do that, but it isn't practical to haul these children a hundred miles or more, in buses because it runs into all kinds of administrative problems. But, we could take cameras up here and watch you fellows work here at the Legislature in these committees. Now anyone who has worked with the Legislature and with these committees realizes it is a tremendous job, and if everybody knew that I think they would vote more intelligently and be with you a lot more than they are. There would be a lot less of this loose slurring about legislators, etc., if the people knew exactly what you are doing, for instance, how many hours you spend in legislative session before issues are worked out.

ASSEMBLYMAN GEDDES: These boys who want to play cops and robbers - giving them a day in San Quentin by television takes some of the glamour off of it. They would be cops in the future, I think.

DR. SEIDEL: We are making studies on just that type of thing, Mr. Geddes. One of our boys over at the University of California, who just got his masters degree, is trying to find out what the reaction of some of these programs is to children from the first to the eighth grade. He took these children, and he asked what kind of programs they were watching and asked them their reaction. Sixty-seven percent of these children, and this is psychologically true too, answered yes to this question! Are all policemen, sheriffs, highway patrolmen, law enforcement officers bad, or unreasonable? They answered, yes. Then later in the questioning they asked them, are robbers mistreated? Burglars? They said, no. Now, of course, a lot of them will grow up and change their minds, but you don't need many not to change their minds to run into some pretty high expense. We have this type of thing because there is an educational system in this state on a negative basis that you are going to have to do something to fight. If you don't, you folks, and the people you represent, are going to pay the bill. Right now there is an increase in juvenile delinquency, and we are trying to find out what causes it. I think I have some answers.

ASSEMBLYMAN BRADLEY: I've got seven grandchildren and no television, so when it comes time for Sheriff Jones, they go

home, they don't stay with me.

DR. SEIDEL: One other interesting fact, there was a survey made of the youth of this country, the results of which came out about three months ago. 37% of the kids interviewed, these are adolescents, reacted that big business is bad, just because it is big business. Now when 51% of your generation come to that conclusion, you've lost big business, and I think it is a one-way road, gentlemen, and what are we going to do to off-set that. It isn't practical to take these classes into these firms and see what place they have in society. We tried to do it in operation education. For instance, we used Standard Oil. We didn't advertise Standard Oil, but we represented the oil industry, we tried to show the kids their place in our society, in our way of living, and that each one of our activities is sound. You can't tell me that if we kept doing that in a good sound way that we could not keep that percentage down.

CHAIRMAN COLLIER: Well, I believe, Mr. Coolidge, that concludes all of your witnesses. I want to say that I appreciate very much the work that you have done in lining up the speakers today throughout the whole area, and it is now 2 o'clock, and I think we should take just about a five minute break and be right back at the job here at the desk and listen to more testimony from those people who would like to testify. So, we'll take a five minute break.

CHAIRMAN COLLIER: I have two other witnesses who have written in and would like to be heard today, and after we hear from those witnesses we will be glad to hear from anybody else in the

audience who would like to speak on the subject here today, and I wish they would kick it around in their minds now as to what they are going to say, so that we will not be repetitive on some of the things we have already covered. So those who did not write in stating that they would like to be heard, if you will just put your name on a slip of paper, who you represent, etc., and pass it up here to the table, we will see that you are heard. Mr. William P. Sutherland.

MR. SUTHERLAND: Mr. Chairman, and members, my name is William P. Sutherland, I am a member of the Governor's Advisory Committee on Educational Television and represent directly the California State Theatrical Federation. I indirectly represent the American Federation of Labor. Labor believes in the future of education in television and wholeheartedly supports the effort towards its eventual possibilities. We believe that labor has a definite part in educational television. Although we have heard mainly today from the educators, there is much more to educational television than just the academic teaching. I have in mind safety programs, welfare programs, or for the benefit of our leagues there, our 4-H programs for the farmers and an indefinite number of programs that could be established on educational television stations. Labor not only believes in local autonomy for the stations, but also believes that there should be a state-wide co-ordinating committee set up to guide the local stations and local groups. There are a number of districts within in the state that are not in a financial position, due to their population, to

build these stations, because, as you have heard outlines, it is quite an expensive outlay at the beginning. Therefore, labor believes that the state should assist in financing the original outlay of these stations. Not necessarily on a rent basis put on a loan basis. Labor also believes that legislation should be passed to permit the use of existing funds within the school districts for educational television. There are a number of savings to be made with educational television as it has already been pointed out, and right now, as I understand it, the law prohibits many of these funds from being diverted to educational television. It is our belief that eventually educational television will pay its own way and, in fact, might at some time create quite a savings for the education department. That is all I have to say.

CHAIRMAN COLLIER: Any questions from members of the committee? Assemblyman Bradley?

ASSEMBLYMAN BRADLEY: You said you advocated, Mr. Sutherland, a state-wide co-ordinating committee to guide local groups. What do you mean by that? What type of committee do you mean, and how far would you have to go?

MR. SUTHERLAND: Well, that is a question that has been kicked around in the Governor's Advisory Committee. Our thought is that there should be a representative group from each of the local stations to form a nucleus for a state-wide committee so that there would be no duplication of effort and the utmost utilization of the program.

ASSEMBLYMAN BRADLEY: That would be organization of a

committee, but that doesn't give any answer as to how far you would have to go. You speak about co-ordinating, what is it going to co-ordinate? That's what I am interested in. Is it going to tell the people in different school districts what they can do, what they can put on, is there any censorship to it?

MR. SUTHERLAND: There might be some censorship, however, the FCC pretty well takes care of the censorship on educational television, as I understand it.

ASSEMBLYMAN BRADLEY: Of course, I am one person who doesn't believe much in state control if you can get away from it, as you probably have gathered. Now you speak of building these stations on a loan basis, do you think there is any prospect of ever collecting the cost of them in those areas at all? What about the material becoming obsolete in two or three years and then not being worth anything?

MR. SUTHERLAND: Well, we are faced with that problem of obsolescence at all times. Regardless of when we build, we run that chance, that risk of having that material obsolete.

ASSEMBLYMAN BRADLEY: That is entirely correct, but in this case you might say you will have a mortgage on it. All they will have to say is, you fellows take it back; we don't want it anymore; it isn't any good. I am wondering if there would be anything to have a hold on to get the money back.

MR. SUTHERLAND: Well, that is something that could be worked out. I don't have the answer right now.

ASSEMBLYMAN BRADLEY: Now there is one more thing, you said you could visualize that this education thing might pay for

itself or pay for its upkeep. I am just interested in how you can visualize that or what would you visualize that they would do anything to pay for it themselves.

MR. SUTHERLAND: Well, I can only go along with what my predecessor, Dr. Seidel, mentioned, there are different savings that can be taken care of in the education department. Trusting that there are no teamsters here at the present time, it was pointed out to the Advisory Committee, as an illustration of savings, where they would normally take a group to the zoo.

ASSEMBLYMAN BRADLEY: I get your point there now, I didn't get it at the beginning. I thought you had some idea that the programs would pay for themselves. Your thought really is that the programs at present within the school system, if expanded, might cover its own cost. Thank you very much.

CHAIRMAN COLLIER: Mr. Sutherland, you just made a statement to Assemblyman Bradley about censorship. You said that the FCC would do the censoring. Now, that is one of the things that many people are fearful of - that the FCC will be doing the censoring of the education programs at the local level. Is that what you meant - that the FCC would do the censoring of these education programs at the local levels?

MR. SUTHERLAND: Well, possibly I am misinterpreting the word censorship. The FCC lays down the ruling that all educational programs on programs over the educational television stations have to be educational and available to the general public, in other words, of a general educational interest and not merely propaganda.

And, I imagine, if some programs were propaganda, the FCC would step in and say no.

CHAIRMAN COLLIER: Now you are a spokesman for the AFL, a representative of the AFL, and you are in favor of the FCC laying down rules and regulations so far as educational programs on the local level are concerned?

MR. SUTHERLAND: It is an established fact already.

CHAIRMAN COLLIER: That they are doing it? Any other questions? Assemblyman Geddes?

ASSEMBLYMAN GEDDES: Isn't it true that what we are saying about censorship are the same things that exist with radio stations today and with television stations, that before the license is renewed by the Federal Communications Commission granting the licenses or the renewal, there has to be a showing made by the station operating a service and that rather than supervision of that particular matter would have to go into the program would be the basis on which the license would be extended or renewed, so that the station could not at any time have a paid program and could not sell its time, and it would have to be, as you said, of an educational nature and that's as far as the present regulation goes in censorship or control by the FCC. As to the return of loan money, would you agree that we find ourselves in the same position as we do with public schools to which the state has loaned money on their building programs? Some twelve or fourteen million dollars accumulated which has to be paid back by the first borrowers through bond issues showing that the money does come back to the state. Well, in other

words, if we put this on more or less the same basis, we wouldn't have to be any more afraid of repayment than we are in our public school building finance programs.

MR. SUTHERLAND: Frankly, I don't think we have to be afraid of repayment. I think it will be taken care of. Of course, I'm looking at it from the viewpoint that the metropolitan centers can well afford to pay their way, but how about the little fellow in the outlying district that needs the education even more than they do in the metropolitan centers, and he should not be deprived of it.

ASSEMBLYMAN GEDDES: We have provided in our school finance program for an equalization feature that is necessary because of the differing financial ability of various school districts. But, as regards co-ordination, do you visualize that you would do state-wide what is being attempted here in the nine counties of the bay area? Here they can all come in and the program would develop to a place where you have this area, and the Central Valley Area and Los Angeles County which, although all one county, has a large number of school districts that are going to be interested in the particular program.

CHAIRMAN COLLIER: Any other questions.

ASSEMBLYMAN CASEY: May I ask Mr. Sutherland a question?

CHAIRMAN COLLIER: Assemblyman Casey.

ASSEMBLYMAN CASEY: Mr. Sutherland, you referred to the state, that the state should assist in the original outlay on these stations. Did you mean by that the construction of the

broadcasting station.

MR. SUTHERLAND: Yes, that is the big problem for the small communities.

ASSEMBLYMAN CASEY: I can see how it would be because of the tremendous cost of building one of those. I come from a sparsely settled area down in the Imperial Valley. There is a new station that at Yuma and until they have a national hookup on their programs, they are specializing on local news and local broadcasts, and I am sure they would be glad to donate the time, all the time that would be asked of them, until such time as it builds up to where they could not. So, I believe that a safe financial approach to this for the time being is to get the donated time from the station or even to pay for it rather than to put out that much money and try to get it back through a loan.

MR. SUTHERLAND: Isn't that just a temporary thing though, as soon as they get hooked into the nationwide systems, then you'll find that the free time will be eliminated.

ASSEMBLYMAN CASEY: I don't think so, any more than the radio stations for as long as radio has been in operation, they are still encouraging local programs without charge in that area. They have been operating for many years.

MR. SUTHERLAND: That is Yuma, Arizona. They co-operate with the California Education System?

ASSEMBLYMAN CASEY: They were built to serve the Imperial, Yuma and the Coachella Valleys; they couldn't exist simply serving the Yuma area alone. We have no problem as far as building the station down there, in that sparsely settled area.

MR. SUTHERLAND: Well, I was thinking of the south, primarily San Bernardino; they will have a problem there.

ASSEMBLYMAN CASEY: Well, I'm not familiar with exactly their problem there.

CHAIRMAN COLLIER: Assemblyman Bradley, I believe you have a question.

ASSEMBLYMAN BRADLEY: I have a couple of more questions. You speak about the difficulty of building the stations for the little fellow - how do you expect the little fellows to operate it? That seems to be the problem in my mind.

MR. SUTHERLAND: I honestly believe that after the stations get on the air they will prove their value and the money will come in then from the public to operate them.

ASSEMBLYMAN BRADLEY: One more thing, you speak of this state-wide co-ordinating committee you advocate. That, of course, is quite different from the general run of all or most of the educators who have been before the committee. Practically all of them have wanted no state control. Now the next question I want to ask is - does this opinion of yours that we should have a state-wide committee of some kind to co-ordinate it - is that the official opinion of the American Federation of Labor of California?

MR. SUTHERLAND: Possibly, I shouldn't have even mentioned it.

ASSEMBLYMAN BRADLEY: Yes, you should mention it; that is what we want.

MR. SUTHERLAND: I think that the educational television groups themselves are planning on a state-wide co-ordinating

committee.

ASSEMBLYMAN BRADLEY: As a private affair among themselves?

MR. SUTHERLAND: As a private affair, yes.

ASSEMBLYMAN BRADLEY: Still you have not answered my question. Was that statement of yours advocating such a committee the official opinion of the California Federation of Labor?

MR. SUTHERLAND: Under the setup I just mentioned, I believe it would be official, yes.

ASSEMBLYMAN BRADLEY: You believe it would be; you are not willing to say it is.

MR. SUTHERLAND: I am not the State Federation of Labor.

ASSEMBLYMAN BRADLEY: Oh, well I thought you represented or brought with you the views of this federation. Thank you very much; I am just trying to clear this up.

CHAIRMAN COLLIER: Now, Mr. Sutherland, for the records to be straight, I thought you were the spokesman for the AF of L. Is this the California Federation of Teachers or -

MR. SUTHERLAND: No, I mentioned that I was the representative directly of the California State Theatrical Federation and indirectly the representative of the American Federation of labor. I am affiliated.

CHAIRMAN COLLIER: That is not the teachers however?

MR. SUTHERLAND: No, that is not the teachers.

ASSEMBLYMAN BRADLEY: May we observe further that is the opinion of the California State Theatrical Association?

ASSEMBLYMAN BRADLEY: Is that the official opinion or is

it your own?

MR. SUTHERLAND: That's all, in regards to that state co-ordinating committee, I believe it would be official.

ASSEMBLYMAN BRADLEY: Thank you very much.

CHAIRMAN COLLIER: Assemblyman Geddes?

ASSEMBLYMAN GEDDES: Just to get the records straight - you are making a distinction between co-ordination and control, aren't you?

MR. SUTHERLAND: Yes, definitely.

CHAIRMAN COLLIER: Thank you very much Mr. Sutherland.

Now we have Mr. Philip Bernheim. Mr. Bernheim will you come forward please? Mr. Bernheim sent a note up saying that is is representing only himself as a citizen and taxpayer. Mr. Bernheim you may proceed.

MR. BERNHEIM: Gentlemen. I will try to be brief. I have several notes here. I know that this committee hearing is primarily interested in what changes, if any, should be made in state law on account of the infringement of TV on our society, culture and the possibility of educational television. I speak as I said in my note only for myself as a citizen and a taxpayer, I am not connected with the television industry in any way. I have had radio broadcasting experience but that ended some years ago. And I will keep my remarks as brief as possible.

The only proposal I have heard here for a change in law is one which would permit school districts to pool their funds and extend their funds in support of stations similar to KQED and I am opposed to such a change for such reasons as I will state. There was one other suggestion that it might be necessary or advisable to change the law in order to be specific, about permitting school students, school employees and the teachers to take part in staging television programs on existing television stations, and if that change is necessary I would be very much in favor of it because I think that certainly the school systems should be able to take advantage of every offer that is made to them for the donation of free time by existing television stations. However, as far as

building their own stations, that is another matter. Someone else has gone very briefly but not very thoroughly into the history of educational television broadcasting in the United States. I may summarize it by saying that there were at one time a great many educationally owned and operated broadcasting stations in this country and without quibbling over whether they started as shop experiments or otherwise I might say that today there exist only two or three in the entire United States Standard AM Educational Broadcasting Stations. Stations devoted exclusively to non-commercial broadcasting. There were at one time a great many more such stations. They have gone into disuse for a variety of reasons but it sums up to the fact that it was a failure. You have here in San Francisco the FM broadcasting station which is a slightly different type, KALW. I would consider it a failure for this reason, they broadcast no educational programs. It is devoted solely to the technical training of people who want to make a career of the broadcasting industry to teach them how to run a radio station. Now I believe when it started out here after the war they did make an effort to produce programs that would be usable in the class rooms, but for reasons that I am not thoroughly familiar with, that effort has ceased. They no longer broadcast any programs for classroom use. Whether because they could not or because the programs broadcasted were not taken advantage of or for what reason I don't know. But if I were a San Francisco taxpayer, and I am not, I would consider KALW a failure and I would not want any of my school tax money to be spent to support this station which only puts out very poor disc jockey programs in an effort to be trades school training to people who want to get into radio business. KQED wants to support itself in a large part through listeners' subscriptions,

and we have here in the bay area another station which is attempting to support itself through the voluntary contributions of listeners and that has not been a success so far. That is to say they have not been able to get enough \$10.00 voluntary subscriptions from listeners to cover their cost of operation. I doubt very much if an educational broadcasting television station would. I just don't think there are that many public spirited citizens who would say here is \$10.00 out of my pocket for your efforts, at least not enough to guarantee its operation; and certainly the element of chance -- will they or won't they contribute this year -- is pretty great, and an unstable way to support the radio station out of voluntary contributions. When you come to use of television in education, there are, I think it has been brought out, two different, distinct types of possible use, in class use, and in school use or what we might call the adult education or cultural level use. Now as far as school use is concerned, I consider television to be unsuited to educational use in school, for this reason: the biggest difficulty is time co-ordination. You have your station broadcast a given program at a given time, it means that every school in the entire bay area must co-ordinate its program, its schedule, to receive that program at that time or they have to let it go. They won't be able to receive it. You are imposing a necessity for uniform scheduling of classroom work in order to meet the requirements of this single station and its program schedule, and that makes it very very clumsy. You have the expense, and regardless of what has been said, the expense of operating a television station is pretty great, even if you consider the technical

staff; now when you add a program staff for the production of live programs, you run into expenses of hundreds of dollars to produce a commercial radio program and you are going to have to meet their standards pretty well, that is their production standards. You don't have to go out and hire Jack Benny but you at least have to have technicians of comparable quality. You have to have a technical crew that can do the same things and leaving the program performers personnel completely aside, it amounts up into the hundreds of dollars an hour just for the technical group to produce large television programs. The picture in my mind as to why television is not suited to classrooms is that other audio-visual mediums can do the job better and I am speaking specifically of the sound motion picture which has everything that television has except immediacy for public events which are pretty well covered by commercial television in any event; but except for the element of immediacy such as the opening of Congress or a speech by the President, which is adequately taken care of, your sound film can do a better job. Now actually the schools have failed to use these tools, one man here at this desk, in fact, today admitted that they are not making anywhere near the use they could make of the sound motion pictures. Most schools have projectors that cost about \$250.00, and the school systems could produce their own sound motion pictures, not a quality comparable to professional studios but certainly they could do, I would think, as good a job with a sound movie, with a single sound movie camera as they could with a television camera. They could buy a sound motion picture camera for \$750 and if they want to bring their most able teachers to all the

schools and multiply the use of the personality of a good lecturer, they can photograph him with that tool and exhibit those films in the schools, they can do everything in that way that they can do with television and here is a tool for \$750 instead of a hundred thousand dollars plus, that would do that same job and they are not doing it. Now I would say this, speaking as a taxpayer who has to contribute to these schemes, I don't want to give them this hundred thousand dollar tool out of my pocket until they have shown me they can use the \$750 dollar tool just as well, which they haven't done so far. On the adult education in the classroom level, I think we are all agreed that television on the cultural level as a mass medium of communication would do a wonderful job of spreading culture and that spreading culture is very worthwhile but the question comes is it worth the money. Now in the last legislature, the last session they voted to eliminate certain so-called cultural frills of adult education not because they were not worthwhile culturally, but because we just do not have the money to spend on these, shall we say, luxuries of education and I think we should give up some of these luxuries in favor of the necessities. I come from a school district which is fairly well impoverished, not impoverished, but it has been subject to an unusually gross load. This is the Contra Costa County area around Richmond and El Cerrito. Assemblyman Doyle is familiar with that I know. We have had to build a great number of schools; now I feel that all the money which I can afford, which I am assessed to pay for a school system should go towards eliminating double classes, towards providing teachers, classrooms that are necessary

and not toward the luxury of spreading culture through the educational system support of a television station. It is a very worthwhile end but I think there is a greater need. I might say, incidentally, that other mediums, including commercial radio and television, have done and are doing an excellent job in raising the cultural level in presenting programs that have been mentioned here on adventure, inquiry and other such programs; and while an educational television station might be able to do a little bit more, again I say it is a luxury that I think we have to forgo. Some of these people who have appeared here as spokesmen from various groups, who naturally are people who mostly appear in meetings of this kind, have more or less, it seems to me, revealed a type of thinking that is exemplified by Sir John Reif, who was the first head of the British Broadcasting Company when it was first formed in England in 1924. He wrote a book and in the forward to the book he expressed the following philosophy, I am paraphrasing, in part but essentially it was this, he said "You can't trust the public's cultural level, in the choice of programs, you shouldn't give the public what it wants, you should give the public what the better minds think is good for them." Now that is a philosophy that a great many people seem to have in this country, but it is a very shocking one to make. I don't think that in America I want anyone, no matter how well qualified, to select my television or my radio programs for me, to tell me that if I look at a mystery story I'm a low-brow and I should turn around and look at their high-class television. It is all right if they want to offer it to me, but I don't want to be told I ought to look at it and by the same token I think that as far

as children's programs are concerned, it is a parental responsibility to decide what programs their children should look at. I am a parent too, I have two small children who love cowboys and Indians and we have to say you can look at so much of this and then turn the television off. But I think that is the responsibility of the parents, it shouldn't be vacated to an educational television station, which is set up with the tax funds; and again you come to the problem, can you make the children look at it anyway. I know my little 5-year old boy will go up to the radio and turn Omnibus off, and adventure and some of these other educational programs. He'll just walk up and turn them off in favor of the cowboys and Indians and unless I'm right there in the room with him, that is what is going to happen. So to sum up, I oppose any change in the state law at this time except for permitting participation on programs at the proper time primarily because of failure adequately to use other media available, because of necessity for basic expenditures, that is to say the limited funds available from my pocket as a taxpayer I think you should use for more basic things, such as teachers' salaries and more classrooms; and I will admit that I might change my mind about all this if this BAETA and other things are a success, but I would say let them experiment with the foundation money which is already made available. Channel 9 is going to go on the air, it doesn't need state aid to do it, and they have enough money to do it. Let Channel 9 as a Southern California station do a little experimenting to see whether all these rosy promises can be lived up to. After all we did have rosy promises for radio education and for the motion picture in educational use, and we've had the admission that they are not being

used to the utmost advantage so let's see what the educators do with the TV they have before we start giving them taxpayers' money to build more TV stations.

CHAIRMAN COLLIER: Mr. Bernheim, you spoke with very much interest I'd say you are pretty well informed. May I ask you what is your business?

MR. BERNHEIM: I'm a salesman sir, I sell advertising displays which are manufactured for point of purchase use in stores. I did have a radio background as I pointed out.

CHAIRMAN COLLIER: Thank you, are there any questions from the members of the committee? Assemblyman Geddes?

ASSEMBLYMAN GEDDES: Mr. Bernheim, how many programs do you think are selected for you today on television. Do you have any voice in what you are going to get or do you take what's available.

MR. BERNHEIM: You choose what is available. But the people through pressure, let's say, in the same way that we have to depend upon you gentlemen to spend our tax money for us, yet as individuals we can let you know how we want it spent and if enough of us seem to take the same trend, then that voice is listened to. Same way with radio programs, if there is and we are all familiar with, I think, the examples of floods of mail for a particular program resulting in perhaps its being altered or taken off the air or put back on the air, in most cases, and, therefore, I think collectively we have a voice, individually I admit we don't.

ASSEMBLYMAN GEDDES: Now you spoke about photographing the good lecturer in the school district and making film with a \$750 16mm sound type camera and then utilizing the projectors that might or should be available in the different schools in the district, you

spread that lecturer's ability and make it available to many more people at the same time. Well, it has been put in testimony today that you take that 16mm film, they call it kinescope, and put it in a television camera and you can make it available to every school in California who wants to tune in at that particular time which comes from co-ordination.

MR. BERNHEIM: You have put your finger on the difficulty, Sir, and that is to get all of these schools. Wouldn't it be much more convenient for them to be able to show it in each school at their own time, at their own convenience, rather than to try to co-ordinate so they all see it at once?

ASSEMBLYMAN GEDDES: Well, I think that when they call people and tell them the meat's on the table, they make up their minds whether they want to come or not. Now, on Thursdays I think there are probably thousands of schools that turn in the Standard Symphony Hour and get good music; and it has been on for years and it is one of the things that doesn't necessarily have to be broadcasted over private stations, but it is made available not only to the children in the schools but to the citizens who care to tune in on it. Now, a co-ordinating counsel would say that on such and such a day this would be available over certain stations, now maybe down in San Diego which is a pretty far reach from here unless you want to pipe the program all the way down there, they would have it on a different day and it merely means transporting the film to a TV station; that's what co-ordination would do at no particular expense to the taxpayers but merely on somebody that is interested enough in getting good programs to their schools who will cooperate, which

is what co-ordination means.

MR. BERNHEIM: Well, I agree with you, Sir, as far as that point goes, except that it is easy to co-ordinate many schools for one program such as this Standard Food broadcast, but as you add more programs which require that co-ordination, it becomes almost geometrically, progressively, more difficult. Also, while there is little expense in co-ordinating that program, I'm speaking of the expense of having an educational station or a series of educational stations through which that Kinescope is televised. That is definitely an expense and I don't want to see it be a taxpayer's expense. I don't think it is justified as such. I think they ought to go ahead and experiment with it here where they are able to do so without calling upon taxpayers and then let's see if it justifies taxpayers' funds in future years.

ASSEMBLYMAN GEDDES: Last November I attended a work shop of the City Schools, the elementary schools in the City of Lynwood, it is not in my district but it is rather an extensive school district, and the remark was made that members of the Legislature give us certain required subjects to teach, one of those, of course, was constitution and government. Now the school district has to make up its mind whether it is going to teach that in the seventh grade or eighth grade, where it would be the most valuable, and at what time. Now, suppose that all of the school districts would come together in Los Angeles County or in the state that are faced with the same problem and there would be films, which are now in existence, as I referred to this morning, if the history of the constitutional convention showed the Legislature at work the, take the lecture on the

constitution perhaps, with certain illustrations, that is done on the basis that one film can be shown to thousands which means the cost per showing per pupil is very much less than can be done in the small areas. Now that, I think, answers your objection that to give school use is impractical because it takes very little except the disposition to operate and the equipment that each school district might have, just the same as it would have to have its own projector to use the films that are available; and through some co-ordination and somebody caring about it you have excellent programs that even you and I might want to tune in.

MR. BERNHEIM: But please tell me this, Sir, since these films now exist and there are projectors to show that they now exist, why should we build a one hundred fifty thousand dollar or more television station to show them to the schools which have the projectors to show them now if the film is merely bicycled around from school to school?

ASSEMBLYMAN GEDDES: Because as I try to point out that it could go outside of the immediate receiving area of these schools and could go to the other members, taxpayers, and voters in the district and people who would be interested in it and get the same value out of this program and organization classes and others. Instead of talking to forty thousand in the school district, you could talk to four hundred thousand to one million. That's the advantage of radio commercially, that it enlarges your contact.

MR. BERNHEIM: Well, speaking as a taxpayer, Sir, I believe that my money would be - although that would be a desirable end - I

believe my tax money would be better spent in other educational necessities with which we are now faced rather than that which I consider a luxury, although perhaps a desirable luxury.

CHAIRMAN COLLIER: I think, Mr. Bernheim, in the back of your mind from some of your thinking, I'm trying to read between the lines there, that you feel that with the audio-vision that we have today, the teacher can better prepare her class to see the audio-visual film in the classroom after all and after visioning herself, can prepare her class to do a better job, whereby with television it is coming to her without any form of preparation. In other words, she doesn't know what is coming in the classroom and, therefore, it is just a spur of the moment deal. In other words, with the audio-vision it can be better prepared and presented in the classroom with the films that we have.

MR. BERNHEIM: That is only partly true, Sir, because there could be advanced notices of what is coming on television, but I feel the audio-vision we have now does not require the building of expensive plants which is the system of television stations; in other words, we can present that film which exists now on equipment which exists now rather than to have to go out and build a series of hundred thousand dollar plus television stations to present it. I don't feel that they are taking advantage, sufficient advantage, of the existing equipment to justify the expenditure of public funds at this time. I say let them experiment with what they have available from non-public funds, namely Channel 9 and Southern California stations, and let's take a slow look at what utilization they make

and how effective it is and how much the public looks before we suddenly start giving more tax money to them.

CHAIRMAN COLLIER: Any questions by members? Assemblyman Bradley:

ASSEMBLYMAN BRADLEY: Mr. Bernheim, I'm always glad to listen to a taxpayer whether he is one of my constituents or from some other area. You remarked that you thought the law might be modified so as to allow teachers or educational personnel to take part in TV programs. Is there any law at the present time, any state law that prevents them, do you know?

MR. BERNHEIM: I gathered in this morning's session that there is a question in the minds of some educators as to whether they are permitted. For instance, take a public school teacher and have him appear on a commercial television station in a program even though it was of an educational nature and pay his salary for that out of school funds, I understand there is some question about that. I'm no lawyer so I don't know the details, I say if it is doubtful, then I am in favor of a law which would make that perfectly clear.

ASSEMBLYMAN BRADLEY: Your thought would be, though, on his own time, not on his time off.

MR. BERNHEIM: No, Sir, not on his own time, on the School Board time; for instance, the Richmond School District, if they wish to, do prepare and present a program as a presentation of the Richmond School District over KPIX or KRON if they are willing to give them the time permit.

ASSEMBLYMAN BRADLEY: You think the state ought to dictate, or anything of that discription, that would give any indication of

state approval of the fact that teachers could appear on television programs?

MR. BERNHEIM: Why, I think the state should amend the law if necessary to make that discretionary with the local school systems. In other words, I feel if there is a bar to that in the state law, that bar should be removed, but I don't think that the state should get up and say we think you ought to go on television.

ASSEMBLYMAN BRADLEY: But if that law were passed by the state, it would indicate to a great many people that that is the way they are thinking, they might do it. Don't you foresee a possibility that we might as soon have actors on the school board, not school boards but employees for the school to participate in television programs right along?

MR. BERNHEIM: No, if the permissive legislation were properly phrased, that wouldn't be so. I might suggest, however, some actors in the school system teaching would not be a bad idea. I think one of the things that remains most with me from my college education was the marvelous acting interpretation of Shakespeare which Dr. Marjorie Bailey of Stanford did when she gave the Shakespeare Course. She doesn't just get up on the podium and read, she acts those lines and believe me, it is a very vivid experience to study Shakespeare under Dr. Bailey for that reason, and perhaps a little more acting talent in the teaching profession would be a good thing.

ASSEMBLYMAN BRADLEY: I'm thinking of the possibility that we might soon drift into the point where each large school district would have one or two actors employed as teachers just to represent them, and I think that would be a pretty bad fall all around. Now

we have heard presentation and testimony from the school people that operation and upkeep of individual projectors, moving picture and sound projectors from the different schools represents a very serious obstacle to audio-visual work in all schools.

MR. BERNHEIM: I don't know too much about it except with my experiences in the Armed Services where we had motion picture projectors. They didn't seem to require that they be handled with any degree of care, they didn't seem to require a great deal of expenditure for, undoubtedly, lamps do burn out, tubes burn out, but the same would be true of television sets which would have to go into the schools to receive television programs. You have an expenditure there. It was testified here the average servicing expenditure or cost of operation is about 60 dollars a year; and in the event of a television set in each classroom, that would be sixty dollars per classroom per year, or if you spread it around and had fewer, it still comes to the fact that you are going to have, in any piece of mechanical equipment, you are going to have upkeep and maintenance cost.

CHAIRMAN COLLIER: Thank you very much, any further questions? Assemblyman Doyle?

ASSEMBLYMAN DOYLE: I'd like to ask Mr. Bernheim. Is your only objection to educational television taxes?

MR. BERNHEIM: Let's not say that I object to educational television, Sir.

ASSEMBLYMAN DOYLE: Well, your objection here today, is it taxes only?

MR. BERNHEIM: At this time the expenditure by state or school board funds for the construction and maintenance of educational

television programs on the grounds that I don't believe we will get value received for it in spite of the plans, and I would like to see some more evidence that they will make good use of it before I would be willing to spend tax money.

ASSEMBLYMAN DOYLE: Then your objection is taxes. I mean we are talking about the -

MR. BERNHEIM: Primarily, Yes. I feel it is the cost thing, we have to divide what money there is in certain ways and I feel there are more vital needs for our tax money than supporting educational television as it exists today.

ASSEMBLYMAN DOYLE: Now it is my understanding at the Los Angeles meeting that those who want educational television would like to have the Legislature pass a law to make it permissive for a school district or a school board, if and when they choose to go into this type of education, and the fact that we passed a law that made it permissive for them to do, enact, or go through with this, does not mean they were going to do it within a month or a year, it just depends on how they can work their finances out, as Dr. Seidel and others brought out here today. Therefore, you feel, or do you feel, that in the future we are going to have educational television or do you feel we are never going to have it.

MR. BERNHEIM: I don't know, Sir, because the history of educational radio has been very pessimistic from that standpoint, if television follows the course of educational radio and I see no evidence that it will not, I do not think we will have educational television. However, I am willing to be convinced on the basis of the record which will be laid out for us during the next few years,

the type of permissive legislation that you speak of, I would say this. I am opposed to its being passed now, I would like to take a longer look at it and let it come up perhaps two years from now or four years from now to see what the educators have done with Channel 9 and the southern California station, and then consider shall we give the school boards permission if they wish to spend our taxes.

ASSEMBLYMAN DOYLE: Well, it can not come up until 1955 anyway, so it will be awhile before they can do it, but as far as your radio education, as LeRoy there mentioned this morning, and I have known it has been around for some twenty-five years, but the fact that it diminished and the stations dwindled, I think the public had a lot to do with that, the world in which we live, we outgrew it more or less, so you have two or three stations struggling along trying to get going. I have two boys, they don't listen to the radio, but when your television programs such as you have mentioned come on, they are right there watching; and I think we should take a fair look at this thing whether we do it now or whether we do it two years from now or four years from now, and it depends on how the people feel. I mean we, as parents, and our children, and the educators as to how much good, how much value this thing is going to have to the people of California, or other states.

MR. BERNHEIM: I agree with you thoroughly, however, the destitution of radio broadcasting occurred before television became a widespread thing at all. You had this decline in educational radio stations setting in long before World War II continuing all the way through it and continuing on after the war. I believe that commercial

television first started up in this country around 1947 when they got the green light, and of course it did not become widespread until around 1949, and long before that you had the decline of educational radio broadcasting, even though commercial radio was still a great thing.

ASSEMBLYMAN DOYLE: Maybe the commercial people had a little to do with that, and the type of programs they put out. I mean if they were interesting enough to take away from the ----

MR. BERNHEIM: Exactly, you will have that same thing happen to educational television. As I say, my small sons turn to the cowboys and Indians and the heck with the Adventure or the other good acts they have, I had this experience just Sunday afternoon. I almost had to chastise him to keep the channel tuned to Adventure and Omnibus, he wanted something else.

CHAIRMAN COLLIER: Any other questions by members of the committee? Assemblyman Geddes?

ASSEMBLYMAN GEDDES: Would you in addition to a little delay and study of the experience of Channel 9 and the Southern California station, would you feel it would be well for this committee to consider its criterion the experience in other states that do have educational television and have operated it for a longer time.

MR. BERNHEIM: By all means, perhaps that's one of the troubles even with the educators, we don't take advantage of the experience around us. Some said here they have had successful educational radio broadcasting in Wisconsin for 25 years; if that is true, why have they let it go by the boards here in California,

why have the San Francisco public schools' radio stations fallen into such shocking lack of use. If they could learn something from Wisconsin, I wonder why they haven't done so. Let's let them learn from the other states instead of in doing the repeating experience here.

CHAIRMAN COLLIER: Mr. Bernheim, just for the record in case we might want to correspond with you, what is your address.

MR. BERNHEIM: Mr. address is 2324 Humboldt Ave., El Cerrito, California.

CHAIRMAN COLLIER: Thank you, thank you very much. Anyone else in the audience that would like to testify before this committee? If not, I wish to thank all of you that have participated here today. I want to thank the committee for their patience and the deliberations here. The meeting is adjourned. Thank you and Good night.